APPENDIX II.

***Vide* Answer to Question No. 95.**

List showing, taluk by taluk, the number of students studying in schools conducted under the supervision of the Industries Department.

Name of Taluk.	*No. of students.*
Agastisvaram ...	79
Kalkulam ...	30
Vilavankod ...	12
Neyyattinkara ...	119
Trivandrum ...	124
Neduvangad ...	18
Chirayinkil ...	170
Quilon ...	77
Mavelikara ...	121
Pattanamtitta ...	28
Tiruvalla ...	33
Changanachery ...	11
Kottayam ...	72
Ambalapuzha ...	134
Vaikam ...	26
Shertallai ...	15
Total ...	1,069

DEMANDS FOR GRANTS.—(*continued.*)

DEMAND XII—EDUCATION.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I rise to move for a grant not exceeding Rs. 33·52 lakhs under Demand XII—Education.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Sir, I beg to make the following motion:

134. To reduce the allotment of Rs. 11,244 under Establishment by Rs. 900.

I find that in the year 1100 there were only 17 clerks, in addition to the Personal Assistant and the Manager, to assist the Director of Public Instruction. Now, five more clerks, two on Rs. 75-100, two on Rs. 25-40 and one Typist, are proposed to be appointed in addition to the existing staff. This addition in the clerical staff of the Office of the Director of Public Instruction is not necessary for the improvement of the efficiency of education. Because, the efficiency of education does not depend upon the number of high officers or the strength of their clerical staff. We have a very large amount to be spent for increasing the salary of the Primary School teachers, to provide for them at least living wages.

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MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*) :- I rise to a point of order. If the subsequent motion for the reduction of Rs. 2,420 is discussed and voted upon, there would be no need for discussing this motion which is included in the other.

PRESIDENT: Yes, the motion for a greater reduction may be discussed first.

Mr. Raman Menon, will you please let the next motion, No. 135, be taken up, which proposes a greater reduction than the present motion so that, if that is discussed and voted upon, there will be no need for this motion?

MR. G. RAMAN MENON (*Mavelikara cum Kartikapalli*): I see there is another motion proposing a greater reduction.

PRESIDENT: Mr. Subba Aiyar, I think Mr. Raman Menon proposes to make a reduction of one clerk in his motion and Mr. Kumara Pillai a reduction of four clerks in his motion.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I invite the attention of the House to motion No. 138 by Mr. G. Parameswaran Pillai which proposes the reduction of the largest amount *viz.*, Rs. 2,892 under Establishment? If that is discussed and voted upon, the other motions need not be discussed.

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): I do not want to move motion No. 138, standing in my name, provided Mr. Kumara Pillai moves motion No. 135.

Motion 135.

MR. T. KUMARA PILLAI (*Kalkulam cum Vilavankod*): Sir, I beg to move the following motion :—

135. To reduce the allotment of Rs. 13,692 for Establishment by Rs. 2,420.

ഈ മോഷനസംബന്ധിച്ചു പ്രത്യേകിച്ചു ഒന്നും പറയണമെന്നുവിചാരിക്കുന്നില്ല. എക്സൈസ് കമ്മിഷണരുടെ മാനേജരെപ്പറ്റിക്കൊണ്ടുവന്നിട്ടുള്ള മോഷനിൽ പറഞ്ഞിട്ടുള്ള വാദങ്ങൾ തന്നെയാണ് എനിക്ക് ഈ സംഗതിയിലും പറയാനുള്ളത്. ഇപ്പോൾ ഡെവല്യൂഷൻ ആഫീസരെ നിയമിച്ചിരിക്കുന്നതുകൊണ്ട് അദ്ദേഹത്തിന്റെ റിപ്പോർട്ട് കിട്ടി അതിന്മേൽ ഗവർൺമെൻറു ആർഡർ പാസ്സാക്കിയതിൽ പിന്നീടു മാത്രമെ ഏതെങ്കിലും ഡിപ്പാർട്ടുമെൻറിൽ പുതുതായി ആളെ എടുക്കാൻ പാടുള്ളൂ എന്നാണ് എന്റെ അഭിപ്രായം. അതുവരെ ഇപ്പോൾ ആഫീസിലുള്ള ആളുകളെ വച്ചു ജോലി നടത്തുകയും ഡെവല്യൂഷൻ ആഫീസരുടെ റിപ്പോർട്ടുവന്നതിനുമേൽ ഏതെങ്കിലും ഡിപ്പാർട്ടുമെൻറിൽ കൂടുതൽ ആളെ ആവശ്യമുള്ളപക്ഷം അപ്പോൾ സപ്ലിമെൻറു ഗ്രാൻറുകൊണ്ടുവന്നു അനുവദിച്ചുകൊടുക്കുകയും ചെയ്യണമെന്നാണ എന്റെ അഭിപ്രായം.

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MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I anticipated that this Council would take a very critical view of any proposal to increase the staff of the Director's office. The representatives of the people, I think very rightly, keep a very watchful eye on public expenditure. It is only therefore, after great consideration of the necessity for these clerks, that I come before this Council to urge that the necessary funds should be provided for. I have now been in charge of the Education Department for very nearly three years and these proposals result from my experience during these three years. There is no section of my office in which there are not arrears. The examination section, which has to do very responsible work, works at such high pressure and in such a chronic state of arrears that all matters are dealt with eventually in a great hurry, so that I have to bestow personal attention upon very simple matters which could very well be done by clerks, if only they were available. If there were enough hands in my office, I could find time for more important work; and files could be brought to me for disposal in the final form. The account section is also not able to avoid arrears on account of heavy work, and considerable delay is caused in making grants to the schools throughout the State. This affects the efficiency of all the schools. I may also mention that I have not got enough hands to maintain even the very necessary registers. The records section is not able to do its work in proper time, and the delay there delays the work in all the sections of the office. On account of arrears of work in all the sections of the office, papers are placed before me very late, and even then, not always in proper form. I have to spend hours in doing work which could very well be done by lesser-paid officers. All this work leaves very little time for me to look to the real work of direction of the department or for touring to see the schools in actual working order. The staff that I am now asking for is only the staff which was found necessary by Mr. Hodgson in 1098. Despite the fact that since 1098 the work in the office has increased, especially on account of the new Legislative Council—the Council work alone requires two clerks—I am only asking for the staff which was found indispensable by Mr. Hodgson in the year 1098. The demand for five clerks may seem to be a very large demand. While, however, the department is growing steadily, our staff increases only step by step and at rare intervals, so that any demand seems at first rather extravagant. It seems extravagant because it represents the arrears of demands that should have been made in previous years. To find arguments to prove that five clerks are necessary is very difficult. I can only give the Council an idea as to what the work is, and what the staff of my office is compared with the staffs of other offices.

Before dealing with the work of the department, I will first mention that, since 1919, the staff of the office has been 18 clerks, except for the fact that in 1923 a Personal Assistant was appointed. But when the Personal Assistant was appointed, we lost a Head clerk that we had before; that is to say, before the Personal Assistant was appointed, we

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[Mr. J. Stephenson.]

had a Head clerk and a Manager, and now we have a Personal Assistant and a Manager. During this time, the number of letters received and despatched has increased from 31,649 to 39,789. The number of officers in the department, gazetted officers, non-gazetted officers and menial servants has increased from 7,629 to 8,543. The number of gazetted officers alone has increased from 316 to 423, *i. e.*, by about 25 per cent. The number of institutions under the control of the department has increased from 2,845 to 3,426. Therefore, it is clear that, since 1919, while the staff has been increased only by one hand, *viz.*, the Personal Assistant who, as I said, was appointed after the Head Clerkship was abolished—the letters, received and despatched, have increased by 8,140, gazetted officers by 107, non-gazetted officers by 1,721, menials by 86 and institutions by 581. That gives a resumè of the the increase in size of the department that has to be controlled from the Director's office. Since the year 1918-19, *i. e.*, the year 1094, the expenditure of the department has gone up from Rs. 23·4 lakhs to Rs. 35·2 lakhs, *i. e.*, practically by 50 per cent. What I submit, therefore, is that, while, during this period, the work on account of the proper distribution and supervision of the expenditure has increased considerably, the staff has been increased by one Personal Assistant only.

Comparisons between office and office may be edious and they may, as a matter of fact, also not be very useful. But, considering the large expenditure of the department, one might *a priori* assume that there should be some corresponding relationship between the staff of the office and the staffs of the directing offices of the various other departments. I do not think that there should be anything like strict proportion between the expenditure and the staff; but I will give facts, as they are, so that the Council may institute any comparison that they think useful. In the Land Revenue Commissioner's Office, there are 28 clerks, 21 in the Land Revenue Section and 7 in the Income Tax Section.

MR. W. H. PITT (*Commissioner of Police*): May I ask Mr. Stephenson whether the Land Revenue Commissioner did not say, while the staff of his office was being discussed in this Council, that the work of all the departments is being carried on in his office?

MR. S. C. H. ROBINSON (*Land Revenue and Income Tax Commissioner*): For the very important work of the Revenue Department as a whole, I have only 20 clerks in my office.

MR. J. STEPHENSON (*Director of Public Instruction*): I do not want to base any direct argument on these figures. I am simply throwing them out so that a general idea may be obtained as to what the office staff in the Director's office is compared with the staffs of other offices.

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The Excise Commissioner's Office has 33 clerks; the Conservator's Office, 21; the Chief Engineer's Office, 30; the Police Commissioner's Office 20, and the Office of the Director of Public Instruction only 18. I do not want to exaggerate. But I want the Council to be in full possession of the facts. Besides these 18 clerks, we have the Personal Assistant also. We have a Book Depôt from which books are distributed throughout the whole State, I mean the Macmillan Readers and the Malayalam copy books. That work takes the full time of two clerks, and two clerks have been sanctioned for that work, one permanent and the other temporary. We also have an Overseer who supervises school buildings. When proposals are made by private agencies regarding the erection of school buildings, or regarding repairs, especially when they apply for grants from Government, the Overseer goes, looks into the plan and gives any help that is necessary. He gives advice about the construction and repair of school buildings. That finishes my case.

MR. K. K. THOMAS (*Kottayam*): May I know whether a time-limit has been fixed for the Devolution Officer to submit his report?

MR J. STEPHENSON (*Director of Public Instruction*): I have no information.

MR. K. K. THOMAS (*Kottayam*): I asked that question because Mr. Kumara Pillai's argument was mainly based upon the expectation of the report of the Devolution Officer.

MR. J. STEPHENSON (*Director of Public Instruction*): With regard to that, whatever may be the suggestion of the Devolution Officer, I do not think it will be found that this staff is excessive. I know for a fact that the Inspectors' offices, in spite of the fact that they got extra clerks last year, are still insufficiently staffed. And, if necessary, after the receipt of the Devolution Officer's report, these clerks can go down to the offices on which the work devolves.

MR. C. P. KOCHUKUNJU PILLAI (*Kottarakara* cum *Kunnattur*): Sir, I have also sent up an identical motion. The figures given and the reasons alleged by Mr. Stephenson will, I believe, be placed before the Devolution Officer and convince him as to the necessity for the additional staff. Let the Devolution Officer make a report that this additional staff is required for the Director's office, and the Council will be prepared to grant the necessary sum. Till then, the principle, referred to by Mr. Kumara Pillai, that no new appointments should be allowed by this Council, has to be kept up. And, as such, I support Mr. Kumara Pillai's motion.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): മിസ്റ്റർ സ്പീക്കർ ഈ ഡിമാന്റിനെ സംബന്ധിച്ചു് ഞാൻ ഒരു കാര്യം പറയുവാൻ ആഗ്രഹിക്കുന്നു. ഈ ഡിപ്പാർട്ടുമെന്റിൽ ക്ലാർക്കുകൾ കൂടുതലാണെന്നും അദ്ധ്യാപകന്റെ ഡിപ്പാർട്ടുമെന്റിൽ അതിനെ അപേക്ഷിച്ചു കുറവാണെന്നുമാണു്. അതു വാസ്തവം തന്നെയാണു്. ഓരോ ആഫീസിലും ഓരോ കാരണവശാലും ജോലിക

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[Mr T. Kumara Pillai.]

ളടെ താരതമ്യമനുസരിച്ച് ക്ലാക്കുകൾ കൂടിയിരിക്കാം. അങ്ങനെ കൂട്ടലായിട്ടുള്ള ആഫീസുകളിൽ കുറയ്ക്കുന്നതിനും കുറഞ്ഞു പൊയിട്ടുള്ള ആഫീസുകളിൽ കൂട്ടുന്നതിനുമാണ് ഇപ്പോൾ ഡെവല്യൂഷൻ ആഫീസർക്ക് ഒരവസരം കൊടുത്തിട്ടുള്ളത്. അദ്ദേഹത്തിന്റെ റിപ്പോർട്ടുകണ്ടിട്ട് ഏതെല്ലാം ആഫീസിൽ കൂട്ടണം, ഏതെല്ലാം ആഫീസിൽ കുറയ്ക്കണമെന്നറിയാം.

PRESIDENT: I do not think the Devolution Officer is required to recommend that the strength of an office should be increased or reduced. He simply deals with the question as to what powers may be safely entrusted to the officers on general grounds.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): Suppose certain additional powers are given to certain subordinate officers?

PRESIDENT: His proposals have to be considered by Government. His proposals may result in the staff of the higher offices being reduced in strength and the staff in the lower offices being correspondingly increased. He has nothing to do with the question of reorganisation. He does not deal with the question of increase or reduction of staff.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): കഴിഞ്ഞ പരിഷ്കാരത്തിൽ ഓരോ ഡിപ്പാർട്ടുമെൻറിലും ഉള്ള ആളുകളെ പിരിച്ചയക്കാനും അവരെ വീണ്ടും ഓരോ ഡിപ്പാർട്ടുമെൻറിൽ എടുക്കാനും വളരെ വിഷമങ്ങളും സങ്കടങ്ങളും ഉണ്ടായിട്ടുണ്ട്. അതിനിടകൊടുക്കാതിരിക്കണം. ഇപ്പോൾ നിയമിച്ചാൽ ഡെവല്യൂഷൻ ആഫീസരുടെ റിപ്പോർട്ടിനു മേൽ വല്ല ആളുകളെയും കുറയ്ക്കേണ്ടതായിവരും. അല്ലെങ്കിൽ ആ സമയത്തു വളരെ ബുദ്ധിമുട്ടുണ്ടാകും.

MR. C. P. TARAKAN (*Kunnatnad*): ഡെവല്യൂഷൻ ആഫീസരുടെ റിപ്പോർട്ടു വരുന്നതു വരെ ജോലിനടത്തുന്നതെങ്ങനെയാണു?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): അതിനുത്തരം പറയാനെളുപ്പമാണെല്ലോ. ഇതുവരെ എങ്ങനെ നടത്തിയോ അതുപോലെ നടത്തണം.

MR. C. P. TARAKAN (*Kunnatnad*): ഇതുവരെയുള്ള കുടിശ്ശിക തീരാതെയിരിക്കണമെന്നാണോ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): കുടിശ്ശിക ഉണ്ടായിട്ടുണ്ടെങ്കിൽ അതെങ്ങിനെയുണ്ടായി എന്നു പരിശോധിച്ചാലെ അറിയാൻ തരമുള്ളൂ.

MR. C. P. TARAKAN (*Kunnatnad*): ഒരിക്കലും തീരാത്ത വിധത്തിൽ കുടിശ്ശിക ഉണ്ടെന്നു മിസ്റ്റർ സ്റ്റീഫൻസൺ പറയുകയുണ്ടായി.

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PRESIDENT: Mr. Stephenson has already explained that his office is in a state of chronic arrears and that work that ought to be done is not being done.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : കടിശിഖയുടെ സ്ഥിതിയെപ്പറ്റി അറിയാതെ അതിനെ സംബന്ധിച്ചു ഒരഭിപ്രായം പറയാൻ നിവൃത്തിയില്ല. ചെയ്തു തീർക്കാൻ സാധിക്കാതെവരുന്ന കടിശിഖയോ അതല്ല ക്ലാർക്കുകൾ ശരിയായി ജോലിചെയ്യാത്തതു കൊണ്ടുവരുന്ന കടിശിഖയോ എന്നറിയാൻ നിവൃത്തിയില്ലാത്തതു കൊണ്ടു മിസ്റ്റർ തരകനു ഒരുമറുപടിപറയാൻ നിവൃത്തിയില്ല.

MR. J. STEPHENSON (*Director of Public Instruction*): With regard to the arrears in the office, at present, as a matter of fact, the office is so badly staffed that I am not able to prepare even the statement of arrears, and I cannot prepare satisfactorily a statement of any case which I have to present to the Council. Even the preparation of my business in this Council has been done very very badly indeed, simply because no man can be put to this sort of work. I do not want to go over the ground again.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): I am satisfied with his explanation. I withdraw the motion.

PRESIDENT: May I take it that the Council permits the motion to be withdrawn?

The motion was, by leave, withdrawn.

MR. G. RAMAN MENON (*Mavelikara* cum *Karthikapalli*): I want to move the original motion.

PRESIDENT: It has been swallowed by the larger one, *viz.*, the motion of Mr. Kumara Pillai.

Motions 136 to 138.

The following motions being substantially identical with the previous motion were deemed to have been withdrawn.

MR. P. HABEEB MAHOMED:

136. To reduce the allotment of Rs. 13,692 for Establishment by Rs. 2,420

MR. C. P. KOCHUKUNJU PILLAI:

137. To reduce the allotment of Rs. 13,692 for Establishment by Rs. 2,420

MR G. PARAMESVARAN PILLAI:

138. To reduce the allotment of Rs. 13,692 for Establishment by Rs. 2,892.

Motion 139.

MR. M. N. PILLAI (*Trivandrum*): I beg to move the following motion:

139. To reduce the allotment of Rs. 1,600 for travelling allowances by Rs 5.

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[MR. M. N. Pillai.]

The Director admitted, during the last year's discussion of the budget, that he had done very little travelling, and the members of this side of the House considered it as extremely unsatisfactory. The Director will be able to tell us how many days he was in camp during 1100. I wish also to know whether he has inspected any Vernacular Schools and if so, how many. I also wish to learn the result of such inspection, if there was one. Last year, the Director said that he was becoming familiar with departmental work from the office files. This year he will be able to give us the results of the present educational policy, what he has done to correct its evils and what steps he proposes to take to minimise unemployment.

When the office of Director was created, Government clearly pointed out that one of his chief duties was the development of technical and vocational instruction. Last year the Director said that, owing to the creation of the Industries Department, his responsibilities in that matter ceased. I do not agree in that view. Vocational training must be given to the boys of the Vernacular Schools. The Industries Department gets only a small grant, and even that small amount is spent in maintaining a number of high-paid officers called experts. There have been a number of education committees appointed by Government; I am sorry to say they did not view the whole question and formulate practicable proposals to combine the means of earning livelihood along with acquisition of elementary instruction. The Financial Secretary's statement shows that Government are prepared to consider the whole question. In a matter like this, the opinion of a committee of competent public men, educationists and technical men, is necessary. The persons appointed must be such as have studied the question of education in its different aspects. The Director's circuits are not likely to benefit the country, because Government have often pointed out that the Inspectors of English Schools have been appointed to prevent the Director wasting his time in mere routine work. I think that for some time the Director ought to remain in Trivandrum and work up these schemes rather than go about inspecting schools for which there are numerous inspecting officers. It will be enough if the Director goes out when there is any exceptional necessity. I, therefore, think that the money demanded is unnecessarily large.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, under this motion, Mr. M. N. Pillai has dealt with a large number of topics, and I am afraid it may not be possible for me, within the time available, to deal with them all. The motion is moved under travelling allowance, and I am afraid I did not quite gather what Mr. M. N. Pillai's suggestion was. He first referred to the fact that, in some previous Council or previous report, complaint had been made that the amount of travelling done by the Director of Public Instruction was unsatisfactory, and he asked me to give figures. The number of days in 1100 during which I was on tour was 45. Mr. M. N. Pillai also asked how many Vernacular Schools I inspected. Well, I have not got the figures with me at

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present. But, I know that practically on almost every day that I was doing inspection work, that is on most of these 45 days, I inspected one or two or three Vernacular Schools.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Has the Director inspected any girls' schools ?

MR. J. STEPHENSON (*Director of Public Instruction*) : Yes ; many.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : May I know if he has inspected malayalam girls' schools ?

MR. J. STEPHENSON (*Director of Public Instruction*) : Malayalam girls' schools as well as English girls' schools.

Then, if I understand Mr. M. N. Pillai correctly, his suggestion is that I must concern myself with the many urgent and large questions connected with general educational policy such as vocational education and industrial education, and that I should leave inspection to the inspecting officers and confine myself to those larger matters. The question as to how much time should be spent on tour and how much in the office is a very difficult matter to decide. There is no doubt about it that, unless the Director of Public Instruction does go on tour and does see the schools in actual working, he is likely to get a very wrong and incomplete idea as to what th schools are actually doing. There will be the danger of the Director coming to think of schools as represented by numerous files, and forgetting that a school is a place wher pupils are educated and where teachers are employed. I do not think, however urgent the larger questions of policy are, it will be possible, in the interests of the department, for the Director of Public Instruction to avoid travelling altogether.

I think the other questions raised by Mr. M. N. Pillai—questions of industrial education and vocational education—are too large to be dealt with in the time available to me on a motion such as this. I can say what I think, but I cannot give a complete idea as to what my own ideas on the subject are. Rather than giving an incomplete statement of my position, I think it is better that I say nothing now. I do aot think I have anything more to add.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : May I draw the attention of Mr. Stephenson to the concluding portion of Mr. M. N. Pillai's observations ? Mr. M. N. Pillai wound up by saying that, for some time to come, the Director might confine himself to Trivandrum without any travelling. The inspection is generally carried on by the Inspectors. Such being the case, Mr. M. N. Pillai raised the question, where arose the necessity for the Director to travel at all. I am simply drawing the attention of Mr. Stephenson to that portion of Mr. M. N. Pillai's speech.

PRESIDENT : I think the Director has already answered that question.

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MR. J. STEPHENSON, (*Director of Public Instruction*): I thought I had dealt with that point. I cannot say whether it is a result of policy or whether it is a result of the understaffing of the office but the tendency has been, I notice, for the Directors of Public Instruction to travel less and less.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know whether the inspection by the Director is essentially of a different kind from the inspection by the Inspector?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes, it is essentially different. When the Inspector of English Schools inspects English Schools, he has to go through the whole of the accounts and see that everything is in proper order. He has to test the teachers in a school and make notes of their teaching work. Of course, my inspection is not done in such a detailed manner.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know the sort of inspection the Director is having? What does the Director do when he reaches a school?

MR. J. STEPHENSON (*Director of Public Instruction*): What I try to do is this. With regard to most of the schools that I inspect, there is a file in my office; and in the course of a year, I have to deal with a very large number of schools. During the last twelve months, I always found that my consideration of the matter was hampered by the fact that I was new and that I had no local knowledge. I did not know where a school was situated or whether it was well or badly equipped. I had some information, but that information was not complete enough. The character of the teachers or headmasters of certain institutions I found difficult to understand. Certain incidents occur in schools and I like to see for myself what the actual situation is.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Is there any harm if these matters are left to be looked into by the Inspectors rather than the Director going and seeing them?

MR. J. STEPHENSON (*Director of Public Instruction*): Well, there is all the difference between a first-hand information and second-hand information. The criticism in the last Council was that I did my business too much second-hand—too much on the reports of the inspecting officers.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Will the Director's inspections substantially benefit the working of the institution?

MR. J. STEPHENSON (*Director of Public Instruction*): They may or they may not. They may, if I am to be in charge of the office of the Director of Public Instruction. The more knowledge I have, the better I shall be able to do my business, and there is certain knowledge which I can only obtain by actual travelling and inspection.

MR. K. . JOSEPH (*Minachil* cum *Devicolam*): Is it the opinion of the Director that Mr. Stephenson would be the Director. He said, "if I am to be in charge etc."

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PRESIDENT: Do you mean to say the particular incumbent? What he means is the person for the time being holding the office.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): My question was whether there was any harm if this sort of inspection is left in the hands of the Inspectors. The Director said that, if he is to be in charge, he must have first-hand information. My question is whether, as a matter of fact, so far as educated people, students and others, are concerned, there is any practical difference.

PRESIDENT: What Mr. Stephenson has been trying for some time to explain is that, if the Director is to have any value as a Director of Education, he must have first-hand knowledge of the particular school or institution and personal knowledge of teachers employed in the school. The value of the Director in controlling institutions and administering the Department is increased by such first-hand personal knowledge. He cannot get first-hand personal knowledge from paper reports received from the Inspectors. As he said, each school will be simply visualised to him as a bundle of papers, and, in educational matters, personal touch serves a good deal. That is what Mr. Stephenson has been trying to make clear. Are you satisfied with that answer?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Yes, Sir.

MR. J. STEPHENSON (*Director of Public Instruction*): I think I had finished before the questions were put. But there is just one point, and that is, if one is going to think about schools and colleges, one must have something real in mind in respect of them instead of, as the President has put it, a bundle of papers. With the large number of schools that have to be dealt with, it is necessary that one should have something on which one can focus one's attention. It is better if it is the actual schools and the teachers.

With regard to the grant itself, I may perhaps remark that the Rs. 1,600 proposed for the Director of Public Instruction consists of Rs. 1,000 for that officer, Rs. 400 for the Overseer, whose work I have already explained in connection with the motion for the reduction of the office staff, and Rs. 200 for clerks and peons who travel with the Director of Public Instruction on tour.

MR. M. N. PILLAI (*Trivandrum*): I withdraw the motion.

PRESIDENT: May I take it that the Council permits the withdrawal of the motion?

The motion was, by leave, withdrawn.

Motion 140.

MR. A. K. PILLAI (*Karunagapalli*): I beg to move the following motion:

140. To reduce the allotment of Rs. 17,133 for Direction by Re. 1.

From the discussion which the members of this House have been listening to for the last few minutes, one fact must be clear above all things, and that is, there is too much of centralisation in the Education

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[Mr. A. K. Pillai.]

Department. And this centralisation in its turn demands more and more hands, more and more office staff. My whole case is that the centralisation must be replaced by maximum decentralisation. I am glad that the Government have themselves recognised the fact by the circumstance that they have appointed a Devolution Officer for all departments. This is all the more necessary and immediate relief is needed in the Education Department. My humble suggestion is that the Director is not needed in the Education Department. We cannot hope to get a more conscientious, a more honest, a more responsible and a more painstaking officer than Mr. Stephenson. Even with this Director we find so much work in arrears. If only these arrears are to be scrutinised intelligently, it would be found that a large portion of them need not go to the Director at all. Since there is a Director, all things must be referred to him, whatever may be their nature. I understand that the Chief Inspector of Vernacular Schools, the present gentleman who is in charge, has been there for the last two or three months. Yet he has not received orders directing him to be in charge. It is only on a departmental understanding that he works and no orders have been as yet sent to him, as I understand it. This is only because the matter takes a circuitous course for it to complete. This could be avoided if the Director's post is abolished.

After this post of Director has been created, what we see is that the Principals of the College are promoted as the Directors of Public Instruction. It takes them not less than two or three years to get themselves acquainted with the administrative details and the requirements of the country. This observation is attested by the Government in their review of the educational department for 1099. This is what they say:

"Mr. Stephenson, who was in charge of the department from 3rd Kumbham 1099, was not able to do any touring work during the year as he had to familiarise himself with the multifarious duties appertaining to his office. Government trust that the Director will do satisfactory touring in 1100."

This observation brings out two facts most prominently. The one is that, without the Director touring about, things would go on very well. The second is that, with this custom of appointing the Director straightway from the college where he must have been doing only professorial work in Physics, Chemistry, English or History and where he has confined himself to one subject or allied subjects, he has not been in touch with the administrative details of the department. When he is straightway appointed to be the head of the department, he finds himself a stranger there. He takes two years to study the details of the 'multifarious' duties appertaining to his office, and all those two years are absolutely lost to the country and the Government, while he finds himself a stranger there and in a most awkward position. This could be avoided if we have an Education Secretary attached to the Government on a salary of Rs. 400 or Rs. 500. He may attend to all the correspondence. He may be a medium between the Government and the

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various Inspectors. Now, we have got responsible men as Inspectors. There is one Inspector for Vernacular Schools, another for Secondary Schools and a third Inspectress for Girls' Schools. When we have got such highly responsible and high-paid officers for doing this responsible work, I do not think that a Director is necessary. And, as a matter of fact, we have seen from experience that the Director can be dispensed with. For the work of the department is going on merrily well without the Director going round and seeing what the conditions in the schools are. My suggestion is that, as soon as it could be equitably, fairly and possibly done, the post of the Director may be abolished.

MR. C. P. TARAKAN (*Kunnatnad*): സർ, മിസ്റ്റർ എ. കെ. പിള്ള യുടെ പ്രമേയത്തെ ഞാൻ ഹാർട്ടായി അനുകൂലിക്കുന്നു. ഇപ്പോഴത്തെ രീതിയനുസരിച്ചു വളരെ ശമ്പളമുള്ള ഒരുദ്യോഗസ്ഥൻ കേവലം നിസ്സാര മായ ജോലികൾചെയ്യേ സമയം കളയുന്നതായി മിസ്റ്റർ സ്റ്റീഫൻസൻതന്നെ സമ്മതിക്കയുണ്ടായല്ലോ. എഡ്യൂക്കേഷൻ ഡയറക്ടർ ഡിപ്പാർട്ട മെൻറിനെ സംബന്ധിച്ചു പ്രധാനമായവിഷയങ്ങളിൽ ശ്രദ്ധപതിക്കാതി രുന്നതുനിമിത്തം ഡിപ്പാർട്ടുമെന്റിൽ പലവിധമായ ന്യൂനതകൾ ഉണ്ടാ യിട്ടുള്ളതായും ധാരാളം അനുഭവത്തിൽ വന്നിട്ടുണ്ടു. ആയുസ്സു മുഴുവൻ ചരിത്രവിഷയത്തിൽ മനസ്സുവച്ചു ചരിത്രംപഠിക്കയും പഠിപ്പിക്കയുംചെയ്തു കൊണ്ടിരുന്ന ഒരു പ്രൊഫസരെ ഇംഗ്ലീഷ്സാഹിത്യം പഠിപ്പിക്കാൻ നി യോഗിച്ചിട്ടുള്ളതായും ടെയിനിംങ്ങ്കാളേജിന്റെ വരാന്തയിൽപോലും ക യറീട്ടില്ലാത്ത ഒരാളെ ടെയിനിംങ്ങ്കാളേജിന്റെ ഭരണനിർവ്വഹണത്തിനു മുമതലപ്പെടുത്തിയിരിക്കുന്നതായും ഇങ്ങനെ പലവിധത്തിൽ ഡിപ്പാർട്ടുമെ ൻറുഭരണത്തിൽ പലേ ന്യൂനതകൾ കടന്നുകൂടിയിട്ടുള്ളതായും എല്ലാവർക്കും അറിയാവുന്നതാണ്. ഇംഗ്ലീഷ്വിദ്യാഭ്യാസത്തെ സംബന്ധിച്ചും മലയാളവി ദ്യാഭ്യാസത്തെ സംബന്ധിച്ചും ആവശ്യമുള്ള ജോലികളും ഇൻസ്പെക്ഷ നും വേണ്ടപോലെനടത്തുന്നതിനു ധാരാളം യോഗ്യതയും ശമ്പളവുംഉള്ള രണ്ടു ഉദ്യോഗസ്ഥന്മാരെ നിയമിക്കയും അവർ ആ ജോലി ഡയറക്ടരുടേ യും ഗവർമ്മെൻറിന്റേയും അഭിപ്രായപ്രകാരം തൃപ്തികരമായി നട ത്തിവരികയും ചെയ്യുന്നുണ്ട്. ആ സ്ഥിതിക്കു ആ ഉദ്യോഗസ്ഥന്മാരുടെ ജോലികൾഎല്ലാംകൂടി കൂട്ടിപ്പിടിപ്പിച്ചു ഗവർമ്മെൻറിനെ അറിയിക്കുന്ന ജോലി മിസ്റ്റർ എ. കെ. പിള്ള അഭിപ്രായപ്പെട്ടതുപോലെ സിക്രിട്ടേറിയെ റ്റിൽ ഉള്ള ഒരുദ്യോഗസ്ഥനു ധാരാളമായി നടത്താവുന്നതാണ്. അ ധികം ശമ്പളമുള്ള ഒരുദ്യോഗസ്ഥൻ ഡയറക്ടർ സ്ഥാനത്തിരിക്കണമെന്നു ള്ളതിനു സാധാരണയായി പറഞ്ഞുവരുന്ന ന്യായം കാളേജുകൾ ഡയറ ക്ടരുടെ കീഴിൽ ഇരിക്കുമ്പോൾ കാളേജ പ്രിൻസിപ്പാളിന്റെ സ്റ്റാറ്റസ്സിൽ ഉള്ള ഒരുദ്യോഗസ്ഥൻ ആ സ്ഥാനത്തിരിക്കേണ്ടതു് അത്യാവശ്യമാണെ

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[Mr. C. P. Tarakan.]

ന്നാണ് ഇപ്പോൾ പ്രായേണ കാളേജ്കളെ സംബന്ധിച്ചുള്ള ഇൻസ്പെക്ഷൻ ജോലി ഡയറക്ടർ അല്ലാ നടത്തിവരുന്നത്, അതു യൂനിവേഴ്സിറ്റിക്കാർ വളരെ ശ്രദ്ധയോടുകൂടി നടത്തിവരുന്നുണ്ട്. അതിനാൽ ആ കാരണത്താൽ വലിയ ശമ്പളം ഉള്ള ഒരാളെ ഡയറക്ടരായി വയ്ക്കേണ്ടതായ ആവശ്യം ഇല്ല.

MR. N. V. JOSEPH (*Parur*): May I know whether this subject is included in the functions entrusted to the Devolution Officer?

MR. C. P. TARAKAN (*Kunnatnad*): I am not aware. (*Laughter.*)

ഈ കാരണങ്ങളാൽ മിസ്റ്റർ എ. കെ. പിള്ളയുടെ അഭിപ്രായം അനുസരിച്ചു വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിലെ ഉദ്യോഗസ്ഥന്മാരുടെ മേലുനേഷണം ഇപ്പോഴത്തേതിൽ കൂടുതലായി ഗവർമെൻറിൻറെ ശ്രദ്ധയിൽ വരത്തക്കവണ്ണം സിക്രട്ടേറിയേറ്റിൽ യോഗ്യനായ ഒരുദ്യോഗസ്ഥനെ വച്ചു നടത്തുന്നപക്ഷം ഡിപ്പാർട്ടുമെൻറിൻറെ ഭരണം നന്നായിരിക്കുമെന്നുള്ള അഭിപ്രായത്തോടുകൂടി ഞാൻ മിസ്റ്റർ പിള്ളയുടെ അഭിപ്രായത്തോടു യോജിച്ചുകൊള്ളുന്നു.

MR. C. P. THOMAS (*Nominated*): What does the member think of the status of a Secretary in the Secretariat?

MR. C. P. TARAKAN (*Kunnatnad*): He must be something more than a Headmaster?

MR. C. P. THOMAS (*Nominated*): Then he need not be more than an Inspector?

MR. C. P. TARAKAN (*Kunnatnad*): Yes. He must be something more than an Inspector too. Any way he need not be above the status of Principals of Colleges. The status of a Secretary in the Huzur at present is quite enough.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I agree with Mr. A. K. Pillai. I am also of opinion that there is too much of centralisation of work in the Education Department. As regards other departments, it may be necessary that there should be such centralisation. But regarding the Education Department, I believe we can very well rely on our Headmasters to do their work as regards teaching in High Schools. We have got one Chief Inspector and several Assistant Inspectors who will do supervision and inspection. I think they would be sufficient.

As regards the controlling of the departmental affairs, as Mr. A. K. Pillai has suggested that an Educational Secretary would be quite sufficient to look after these affairs. The Assistant Inspectors and the Inspectors could look after the affairs of the department under the direction of the Secretary.

MR. K. K. THOMAS (*Kottayam*): May I know if the member wants an expert in education for the direction and control of the department?

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MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Not necessarily. Because the Secretary has only to look into the departmental working.

MR. C. P. TARAKAN (*Kunnatnad*): Is the P. W. D. Secretary an Engineer?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I do not think he is. To look after the ordinary departmental working, I do not think that an expert is required. An ordinary Secretary will be sufficient. The working of the High Schools could very well be entrusted to the Headmasters. We have got very highly paid Headmasters who could be relied upon.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): ഹെഡ്മാസ്റ്റർമാരെ പരിശോധിക്കുന്നതാരാണ്?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Generally I say Headmasters would do honest work. In order to do some sort of inspection work, the Inspector will be sufficient; no Director is necessary.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Who will look after the educational policy?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): The Government will look into that.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): എഡ്യൂക്കേഷനൽ പാളിസിയെ ഭേദപ്പെടുത്തുന്നതിനുള്ള ചുമതല ആർക്കാണ്? അതിലേക്കു ഒരു വിദഗ്ദ്ധൻ വേണ്ടയോ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): When there is any question of changing the educational policy, Government can take expert opinion. But expert opinion is not ordinarily necessary.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): അങ്ങിനെയുള്ള വിദഗ്ദ്ധന്മാർ ഇവിടെ ആരാണ് ഉള്ളത്?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): There are efficient Professors in the Arts College and in the Science College and they could be requisitioned whenever expert opinion is necessary. A sub-committee may be appointed for that purpose consisting of such Professors and some non-officials, if necessary.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): അതിലേക്കു ഡയറക്ടർ പോരെ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Certainly a Director who has not got knowledge of local conditions is not the person to do it.

MR. T. J. MATTHEW (*Changanachery* cum *Peermade*): Who will control the grant-in-aid schools?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): The Educational Secretary, as I said, could look after all the departmental affairs.

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MR. T. J. MATTHEW (*Changanachery* cum *Peermade*): Will he be able to determine which schools should be given grants and which schools should be recognised?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): For that matter, the Secretary could correspond with the Inspectors and direct them to report. A Director is not necessary for that purpose.

MR. A. K. PILLAI (*Karunagapalli*): Are there not already an Inspector for English Schools, an Inspector for Vernacular Schools and an Inspectress for Girls' Schools?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Yes. My point is that, since there are these Inspectors, the Director should be done away with.

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): May I know from the member how many Inspectors there are for English Schools?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I do not know.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Is the member aware of the existence of grant-in-aid colleges?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Yes.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Is the member of opinion that the ordinary Inspector is enough for the matter of inspecting and reporting upon them?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): A commission may be appointed, say once in three or four years; they may go about like the University Commission and report.

MR. C. P. TARAKAN (*Kunnatnad*): Does not the Madras University Commission look to this matter?

MR. N. V. JOSEPH (*Parur*): May I know whether the suggestions of the commission will change the present educational policy?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): That is what I say.

MR. N. V. JOSEPH (*Parur*): Does he claim to be an expert?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): No, I do not.

MR. C. P. TARAKAN (*Kunnatnad*): Are the Inspectors experts in the matter?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): They may be.

I think that there are no further questions and I may proceed further. Government have realised that too much money is spent on education.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Is the member aware that there is a Director of Public Instruction in Cochin, and elsewhere?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May be. In several other parts of the world there may be Directors of Public Instruction. But my opinion is that, so far as Travancore is concerned, a Director is not necessary.

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MR. K. C. MAMMEN MAPPILLAI (*Commerce* and *Industry, North*): Is the member aware that we tried to do without a Director once and reverted to this system because the country was against the system as it worked hardship?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): The older generation may have been of that opinion. But the present generation is of this opinion. Anyhow that is my personal opinion.

MR. C. P. TARAKAN (*Kunnatnad*): Is the member aware that many of the duties of the Director were recently taken away?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I am not aware. The Government are spending a lot of money on education; and the Financial Secretary has said that somehow or other that expenditure should be cut short. We see that the pay of the teachers and others could not in any way be reduced. So the only method of cutting short the expenditure is at the top and not at the bottom. A lot of money is being spent on 'direction.' By cutting short the Director of Public Instruction, a good deal of money could be saved. So from the financial standpoint and the educational standpoint, the Director's post could be abolished and an Educational Secretary may be appointed in his stead.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): Sir, I have listened to the remarks of the members on the other side of the House with more than usual interest; and if I venture to speak on this occasion, I do so because I have been in a position from which I can say from personal experience how far the old system was felt to have worked successfully. If the members would throw back their recollection so far as the year 1907, they might remember that in 1907 there *had* been a Secretaryship in the Huzur Cutcherry which was responsible for the control—

MR. K. K. THOMAS (*Kottayam*): We wish to hear him very much. If he will come forward and speak, we will be thankful.

MR. C. P. TARAKAN (*Kunnatnad*): He is at such a distance that we cannot hear him.

PRESIDENT: You can come to the front, Mr. Rangaswami Aiyangar.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): The sound is being dissipated by the wind. If the doors are shut, I can be heard better.

I wish to remind the members that, in 1907, the very system to which a reversion has now been desired, in the course of the remarks just offered, was in existence. There was then an Educational Secretary to Government and there was no Director of Public Instruction. There also happened then to be *three* Inspecting Officers, who, according to the salary scales then in vogue, were regarded as high-paid men. These four men were selected for the long and very varied experience they possessed. But, notwithstanding this, there was persistent complaint that the absence of a responsible, highly placed officer, who might act as adviser in Education to the Government—

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Is there anything on record that there was any complaint with respect to this as a felt want?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I believe so. Unless I am mistaken, Mr. Narayana Pillai himself was present on an occasion, during an anniversary in His Highness the Maha Raja's College, when the then Resident, Mr. Carr, voiced this complaint, and made a proposal, which was subsequently acted upon, for the creation of the post of Director of Public Instruction.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Did he voice the complaint of the people or give his opinion?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): He gave the impression of voicing numerous complaints.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): By whom were the complaints made?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): By those who made to him, presumably!

MR. C. P. TARAKAN (*Kunnatnad*): തിരുവിതാംകൂറിലെ ജനങ്ങൾ റെസിഡണ്ടിനെ നേരിട്ടു പരാതി പറയുന്നതു ആ കാലത്തു സാധാരണമായിരുന്നോ?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I believe, so far as my little reading of Travancore History goes, complaints to Residents have been fairly common in Travancore history.

MR. C. P. TARAKAN (*Kunnatnad*): അങ്ങനെ എന്നുപറയുന്നത് മിസ്റ്റർ കാർ റെസിഡണ്ടായിരുന്നകാലത്തെ ഉദ്ദേശിച്ചാണ്.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Can he refer to the opinions of the British Residents in this Council?

PRESIDENT: All that is not relevant.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I may mention, Sir, that, on that occasion, in delivering an address to the staff and students of the Maha Raja's College, Mr. Carr made a suggestion in support of the creation of the post of the Director of Public Instruction on the ground that it was not sufficient to have a Secretariat officer in charge of such a large and important subject as education, and that it was necessary that there should be a highly paid officer, who could tour round the country, get first-hand knowledge of the educational conditions, specialise on the whole question of our education and see that proper assistance and advice were given to the Government. A Secretariat officer, it was urged, was after all not in a position to co-ordinate the different aspects of education in the same manner as an officer of this kind would be able to do. I am not able to quote the speech of Mr. Carr, but I may say that he pointed out that education should be viewed not in compartments but as a whole, and that it was therefore necessary that the officer selected should have

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some knowledge of the country, should be equipped with a competent knowledge of elementary, secondary and higher education, should have been some years in the country, should be able to view education from a high academic standpoint, should have an educational reputation, and should be capable of infusing a new spirit into our educational system. The complaint was said to have been that, so long as a Secretariat officer dealt with such an important matter as education, the degree of interest that was due to education was not bestowed upon it. I am not competent to discuss the merits of the complaint and the cure suggested. All that I am saying is that, in the last days of the Educational Secretariat, when I happened to be the Education Secretary, our newspapers seemed to be full of complaints at the absence of an executive head to the Educational Department. At that time, it was the usual plea that people were not satisfied with a Secretariat officer, who, instead of being inside the department, stood outside it and held only something like an informal relationship with the Educational Department. After all, it was said, the highest Secretariat officer is to be regarded only as a ministerial officer. He is not an executive officer. All his advice is given in a confidential manner in office notes and he is not competent to deal with such a large question requiring responsibility, as education.

May I also point out in this connection that a similar position was taken up by the Government of India? The Government of India had not for a long time anything like a Director of Public Instruction. During Lord Curzon's time, he felt that such an important subject as education required a special officer, and therefore appointed a kind of Director of Public Instruction for India, with the designation of a Commissioner of Education. Still later, the appointment of an Education Member was mooted, and a Cabinet member has been appointed by the Government of India to hold the portfolio of Education. I am mentioning these circumstances to show that the policy just now advocated in this House is one which was tried elsewhere for a long time and was found unsatisfactory.

MR. C. P. TARAKAN (*Kunnatnad*): ഗവർണ്മെൻറ് ആഫ് ഇൻഡ്യയിലെ എഡ്യൂക്കേഷൻ മെംബർ എഡ്യൂക്കേഷൻ എക്സ്പെർട്ടാണൊ?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I do not know what he means by an "educational expert". If he means by an educational expert only a teacher, I can certainly say that they were not.

MR. C. P. TARAKAN (*Kunnatnad*): സർ സി. ശങ്കരൻനായർ എഡ്യൂക്കേഷൻ മെംബറായിരുന്നതായി അറിയാമൊ?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I am perfectly aware of the names of the gentlemen who have been Educational Members in Simla. My point is that I am not able to understand what the member means by "educational expert". Those who have been Educational Members in the India Government

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have been very distinguished educational reformers who were competent to lay down large policies on education, which teachers could applaud and accept enthusiastically.

MR. C. P. TARAKAN (*Kunnatnad*): ഈ വിധത്തിൽ ഒരു ഏഡ്യൂ ക്കേഷൻ സിക്രട്ടറിക്കു നമ്മുടെ സംസ്ഥാനത്തിൽ ആളില്ലെ?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I am not prepared to go into the merits of the persons. It is a matter on which gentlemen on the other side of the House are probably in a position to express an opinion. When they vote on the question,—I presume they will be able to answer to themselves all these questions Mr. Tarakan has put—and vote accordingly. Anyhow, I am not to be tempted into offering any opinion upon the merits of my predecessors in the Educational Secretaryship. Sir, all that I am now urging is the principle recognised all the world over, that education is a technical matter and a matter of national importance, and that you require a proper and highly trained person to control it. Even England, a country where there had long been no Minister of Education, recognised the importance of education during the time of the war, and created an office of cabinet rank, for the control of education. Before that date, there was indeed a Secretary to the Board of Education and some of the Secretaries, like Sir George Kekewich, were very influential. But it is only with the advent of Mr. Fisher, as a Minister of Education, that a very great development of educational activities took place. This achievement became possible, after it was recognised that it was necessary to have a politician, who was a very distinguished and eminent educationist also, to occupy this position.

All that I have been saying might amount to this. The first criticism of the members has been that due vigilance has not been shown in the selection of the Directors of Public Instruction. But I do not see that anything has been said which would establish this as a valid proposition. The second criticism was that we do not need a competent educational advisor, who would be a *high* executive officer and who would be able to travel about the country and know the educational requirements of the country first-hand. As regards the question of the appointment of the right person, that is a question, which, I presume, the Government will always bear in mind.

Something has also been said about the economies to be effected by the reduction of the post of the Director. If we are going to retain the Inspectors and also appoint another officer in the Secretariat over them, who is going to be a better-paid person than the Inspectors, and at the same time fit enough to replace the Director of Public Instruction, I do not see where the economy is coming in. The Director of Public Instruction receives only Rs. 1,200 and is not by any means over well-paid. If the new Secretary is to be paid better than an Inspector, he must be paid from Rs. 500 to Rs. 700 at least, like the other Secretaries to Government. I do not know what saving is

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going to be effected by this substitution. The establishment of the Director is necessary and will be kept. The establishments of the Inspectors are equally necessary. If you are going to save, the maximum degree of saving would come therefore only to about Rs. 6,000 a year. But by that saving, it is not likely that you will have proper supervision. At any rate, supervision is admittedly necessary. You are bound to waste much more money than you save, if you are only to have an officer who cannot supervise. A controlling officer has to hold the balance even between conflicting interests and get the best value for the money of the taxpayer. It is this that the Director has to do. Lastly, may I repeat what Mr. Carr said on that occasion, which I referred to? He said: "If you have Inspectors, should there not be some one who will be competent to inspect the Inspectors?" These are points which have to be considered before abolishing the post of the Director.

There is the last argument against the retention of the office of the Director. It has been said that the University is now taking more and more interest in the colleges and is exercising more and more control over them; and that accordingly there is no necessity for a Director to supervise the colleges. It is certainly true that the University is displaying a considerable interest in the efficient working of the colleges. But this does not make it less necessary to have a Director to co-ordinate not merely the different branches of education but to advise the Government on collegiate education and to represent the Government in its correspondence with the University. There must be some one who can give the Government any necessary information and advice over and above that furnished by the head of a college. If you look into the *University Calendar*, you will at the same time find that the University itself recognises the necessity for such an officer either in British India or in a Native State. It is only in aided institutions that the correspondent can be the Principal. The Director of Public Instruction is the person designated in the University Regulations as the proper person to act as correspondent from a Native State in regard to matters in which its institutions are brought into relation with the University.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Sir, I also wish to support the view taken by my friend Mr. A. K. Pillai that the office of the Director of Public Instruction may be dispensed with. But I do not agree with my friends on this side of the House in thinking that his place could be assigned to a Secretary in the Huzur Office. I think that that is the most dangerous proposition to make in this House, especially after hearing the speech made by Mr. George, in which he referred to the staggering expenditure on education and the impetuous and headlong course we are taking in regard to it. Under these circumstances, I would not advocate the policy of entrusting the administration of the Education Department to a Secretary in the Huzur Office. On the other hand, I would suggest that, while abolishing the office of the Director of Public Instruction, his duties should devolve on a minister who should be a non-official.

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MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Is the non-official likely to take up an honorary appointment?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): It may be a paid appointment.

PRESIDENT: May I point out to you that the subject of ministers may not be discussed here?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I am not discussing it. When the general administration of the State was under discussion, I wanted to place before the Government a scheme in regard to this matter. But as my motion lapsed for want of time, I was not able to give it then. If the duties of the Director of Public Instruction are transferred to another officer, it should not be to a Secretary in the Huzur but it must be to a minister who must be a non-official.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Cannot the ministerial work be entrusted to a Secretary?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): In such cases, he will have to be responsible for the direction of education.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I know whether anywhere the appointment of a non-official as minister of education has resulted in retrenching the appointment of the Director of Public Instruction?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): It might not have. But that is no reason why we should not carry out the retrenchment with regard to Travancore which is a small State. Travancore is only 1/23 of the Madras Presidency.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I ask Mr. Paramesvaran Pillai whether he is aware of any minister of education having asked to be relieved of the assistance of the Director of Public Instruction?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): No, I am not aware.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I know from Mr. Paramesvaran Pillai whether it is not open to the minister under the new dispensation, to abolish the appointment of the Director of Public Instruction if he felt it unnecessary?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): It might be open to him. But my opinion is that, in Travancore, a Director of Public Instruction is unnecessary. I do not know all the conditions in Madras and I do not say therefore that the office of the Director of Public Instruction is or is not necessary there. Probably, the minister shares my view.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I know from Mr. Paramesvaran Pillai whether he is willing to concede that there might be occasions in which there might be justification for the appointment both of the Director of Public Instruction and the minister?

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MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): May be.

PRESIDENT: Members of the Council, it has been a very interesting discussion we have been listening to the discussion initiated by Mr. A. K. Pillai. It seems to me that what has been proposed is that the Directorship should forthwith be abolished and in his place an individual should be appointed in the Secretariat who will not be a professional teacher or technical educationist or anything of that sort, but just a plain ordinary member of the general civil service who sits in judgment upon everything and anything and who has not specialised in any particular branch of technical knowledge, not even education.

Apparently, from what I have heard said in the House, he should not have specialised in education. Well, that is a minor detail. Then also I heard that there should be a Chief Inspector. If so, I should like to know where the economy comes in. If you have a Secretary and a Chief Inspector and a Secretary's staff and a Chief Inspector's staff, I am afraid that the expenditure will be considerably more than that of the post now proposed to be abolished.

Apart from that, there will be a few practical difficulties. As Mr. Rangaswami Aiyangar said, who is to inspect the Inspectors, and who is to review the reports of the Inspectors? Is each Inspector to pass it round to the next man on his right? Is Inspector X to pass judgment on Inspector Y? And who is to see that Inspectors X, Y and Z follow rigidly the principle of communal representation in the services from the peons upwards which so many of you seem anxious about? Who is to see that proper selection of the teachers is made; who is to go round and see that the schools are properly equipped, standardized and worked up to a definite basis of efficiency, and above all, who is going to be the technical advisor to Government in matters educational? Has each Inspector who works in a narrow groove, each Headmaster or Principal who is shut up within the walls of the College, and the Inspector of a particular branch of teaching, has he to conduct himself under inspection of the officer proposed by Mr. A. K. Pillai? Who is to sit, as it were, "contemplating all" or rising above petty matters individually and so on? I am sure that, if the Government write to each Inspector and ask his opinion and write to each Headmaster and Principal and invite his views, the Government will be overwhelmed with a mass of individual and conflicting opinions out of which they would find it hard to emerge with any definite view on any question connected with education. I do not think that it can be your wish that the Government should be snowed under by representations from all over the country. As for the highly technical advice that is now necessary in connection with education, Government cannot at a moment's notice turn to civil servants who have, as a matter of fact, a smattering knowledge of revenue, a little of police, a little of general administration and so on. We cannot depend upon them for valuable advice on education. I do not think therefore that, as the case stands at present, it will be within practical politics to dispense with a Director of Public Instruction, our present advisor in education and our

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present co-ordinating functionary. But as I said two days ago, and as Mr. George indicated early, and as you all saw in the course of the discussion, the whole question of the educational policy of Travancore must sooner or later—preferably sooner—come up for discussion and settlement. If the whole policy is to be considered, redirected, or changed, then so too must be the machinery by which this policy is carried out. Whether, when we have laid down the new policy, there will be a Director or some other body or any other functionary is still very much in the future. We have still got to invoke that individual body into existence. Till such time, I do not think it is expedient even to consider for a moment the policy underlying the present arrangement of having the Director of Public Instruction.

MR. A. K. PILLAI (*Karunagapalli*): Sir, two arguments have been advanced against my proposition. One is that the Government require a technical expert and that that technical expert is supplied by the Director Secondly there must be a co-ordinating functionary to co-ordinate the work of supervision of the different Inspectors. Sir, I submit there are a few fallacies in the arguments.

The first is that, when it is advanced that an educational expert is necessary and that that expert is now being supplied by the Director, they are advancing that argument under a great misapprehension. For, if only we examine the past history of the Directors, we find that they have been either Chemistry Professors or Physics Professors or Mathematics Professors. They are people who know not much more about education than you or I. They have been taken absolutely from one particular subject in which they have specialised all through their life. And if they could be considered as experts, Sir, because of the accident of their having been members of a College, I think that any man could be considered as an expert as well. An education expert, I think, must be one who knows about educational policies and what is going on in other countries with regard to education. If I am allowed to have my say, I may submit that, if I have had an opportunity of cross-examining one of the members or the Professors, they will betray their blissful ignorance about the Montessori system or the Dalton plan or the Gray's scheme or any of these things. I am sure they will betray their blissful ignorance about these things; and I can show that we consider them experts because of their accidental position in having occupied the Professors' places and we piously believe that they are educational experts. As a matter of fact, they have not been doing anything in the way of giving expert advice to Government. They have been simply doing administrative work. They have been going through files, going through leave applications and going through promotion lists and all that. They have not been doing anything in regard to educational policy. That is what the past history of Travancore with regard to education would reveal to anyone who knows the real circumstances.

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The second argument is that there must be a co-ordinating functionary. True. It was urged by a member in that corner, I do not remember who exactly it was, that, since there are some grants-in-aid colleges there must be some one to determine which col'eges deserve grants. I may point out to him that the colleges are given grants not because the Director is of opinion that a particular college should be given grant, but because the University Commission is of that opinion. The Director is not at all concerned with the academic side of the college affairs but only with the administrative side. For example, the Science college demands for a Mathematics Honors Course. The Principal may write to the Director to supply the necessary funds and correspond with the Government in the matter.

MR. T. J. MATTHEW (*Changanachery* cum *Peermade*) : May I know whether it is the University that gives the grant ?

MR. A. K. PILLAI (*Karunagapalli*) : No. It is the University which determines finally whether a particular college deserves a grant or not.

MR. J. STEPHENSON (*Director of Public Instruction*) : The University, Sir, has nothing to do with giving a grant. It does not make any grants from its own pockets.

MR. A. K. PILLAI (*Karunagapalli*) : I may be allowed to make my position clearer.

PRESIDENT : Yes.

MR. A. K. PILLAI (*Karunagapalli*) : Who is to advise Government in that matter ? Probably the man who occupies the position of Director. That is to say for administrative purposes.

MR. T. J. MATTHEW (*Changanachery* cum *Peermade*) : Do you mean the Secretary of the Huzur Office.

MR. A. K. PILLAI (*Karunagapalli*) : Yes. The Secretaries are only to do certain work that the Government wish them to do. It was done some years ago and I do not see any particular difficulty. Only we have got a hallucination in our minds that, since the Professor is there, he must be provided somewhere, and, if we discard that aspect of the question, I am sure it will be easily solved. But when I suggest this, I do not entertain in my mind the idea of changing one nail here or one patch there or one heel in another place. I was just trying to draw the attention of the Government and this House to the fact that the whole machinery requires a thorough overhauling ; and I am very glad that you, Sir, Mr. President, confessed to the House that the same view is being taken, that the whole question of educational reform in the State should be considered ; and it is exactly my position too. There is difficulty in this part and there is the same difficulty in the other part also. We find deadlocks, difficulties and impediments. So the whole question ought to be considered in a wider spirit and from a larger point of view and not merely from that of reformation of the whole machinery. I was only taking this instance. I may be taking other instances

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when I come to Primary and Secondary education. That is exactly my position. That is what I wanted to do by placing the motion before the House.

PRESIDENT: Do you withdraw your motion?

MR. A. K. PILLAI (*Karunagapalli*): No. I will have to make up my mind before I withdraw the motion.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I understand that the question now before the House is whether a Director is necessary at all. It has been pointed out that the Director does a certain amount of work which could be as well done by the Inspectors and other subordinate officers. The question of how much work the Director is actually doing, how much of it can be actually delegated to the Inspectors and the Principals of the Colleges is a matter which is under consideration. In connection with the devolution of powers, schemes are being prepared by which it is hoped that, at any rate, some amount of devolution will be found to be possible.

It is admitted that some sort of co-ordinating officer is necessary, even by Mr. A. K. Pillai. He requires an Educational Secretary to co-ordinate the matter on the administrative side. I also agree that, on the administrative side, there must be a co-ordinating officer; but I think there is much more need, as a matter of fact, for a co-ordinating officer from the point of view of the actual teaching, in the various colleges and other institutions in the State and the manner in which courses of study shall be linked up from the Vernacular schools to the English Schools and from the English Schools to the Colleges. Mr. A. K. Pillai says that the Director does not advise the Government with regard to the courses of study in the State. The Directors are continually advising the Goverment. With regard to the courses of study in the Vernacular Middle Schools and in the Primary Schools, a scheme is now under consideration. A committee was appointed to make proposals and the proposals of the committee were sent to the Director of Public Instruction for his remarks and they are now before the Government. As I said at the outset, educational policy does require a co-ordinating officer; and I would like this House to realise that education is just as much a technical subject as medicine or engineering. I do not say that every educational officer is a trained technician in education. It is very difficult to see how you could get the best Director of Education and what process of education he should have undergone to attain the required degree of efficiency. There are various kinds of educational activities, and of the officers in the educational service, some will have better qualifications for the Directorship than others; but no man will have all the necessary qualifications.

On the administrative side and on the technical side,—

MR. A. K. PILLAI (*Karunagapalli*): Will Mr. Stephenson tell the House whether it is practicable to consider the credentials of a man

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when once he is taken to the work of Professors, as to whether he is also an educational expert?

MR. J. STEPHENSON (*Director of Public Instruction*): If we are selecting a Professor, we should select only men who are well versed in the particular subject.

MR. A. K. PILLAI (*Karunagapalli*): For a particular subject?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes. For a particular subject. If it is a Professor of English, we want a man who knows English. If it is a Professor of History, we want a man who knows History.

MR. A. K. PILLAI (*Karunagapalli*): Does Mr. Stephenson doubt if a Professor cannot be appointed as Principal in due course?

MR. J. STEPHENSON (*Director of Public Instruction*): I did not get the question aright.

MR. A. K. PILLAI (*Karunagapalli*): Does Mr. Stephenson doubt if a Professor cannot be appointed as Principal in due course? Is it not usual to appoint a Professor as a Principal of an Arts College?

MR. J. STEPHENSON (*Director of Public Instruction*): That is so.

MR. A. K. PILLAI (*Karunagapalli*): And when they are taken as Professors, were they considered to be educational experts?

MR. J. STEPHENSON (*Director of Public Instruction*): If they were educational experts, they were considered as such.

MR. A. K. PILLAI (*Karunagapalli*): May I know from Mr. Stephenson whether Professors who were appointed as Principals were educational experts?

MR. J. STEPHENSON (*Director of Public Instruction*): Such qualifications, as they had, were considered.

MR. A. K. PILLAI (*Karunagapalli*): I want to know whether Government consider, when they appoint people as Professors of History, Professors of Mathemetics or Professors of Chemistry, that they are educational experts.

MR. J. STEPHENSON (*Director of Public Instruction*): I don't think so. When the Government appoint a History Professor, they see whether he has an adequate knowledge of History. When they appoint a Chemistry Professor, they see whether he has knowledge of Chemistry and so on.

MR. A. K. PILLAI (*Karunagapalli*): I am sure that Mr. Stephenson will admit to the House that these Professors in due course become Principals.

MR. J. STEPHENSON (*Director of Public Instruction*): Some of them can become Principals.

MR. A. K. PILLAI (*Karunagapalli*): Yes. And any Professor can become a Principal. There is nothing preventing them from becoming Principals.

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MR. J. STEPHENSON (*Director of Public Instruction*): That I cannot say. Certain Professors are appointed as Principals. But more than that I cannot say.

MR. A. K. PILLAI (*Karunagapalli*): Does it not all depend upon seniority?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not know anything about the matter. I have had nothing to do with the appointment of a Principal. (*Laughter.*)

MR. A. K. PILLAI (*Karunagapalli*): Some of the Professors can become Principals; and do these Professors when they become Principals acquire any expert educational qualifications?

MR. J. STEPHENSON (*Director of Public Instruction*): They do acquire a large amount of administrative experience in their particular departments.

MR. A. K. PILLAI (*Karunagapalli*): Do they get experience in their particular departments?

MR. J. STEPHENSON (*Director of Public Instruction*): No. Not exactly in their particular departments but in the collegiate department.

MR. A. K. PILLAI (*Karunagapalli*): When they become Principals, do they acquire other experience?

MR. J. STEPHENSON (*Director of Public Instruction*): As I said, they acquire administrative experience when they become Principals.

MR. A K. PILLAI (*Karunagapalli*): Does Mr. Stephenson know that collegiate work is different from that of the Director of Public Instruction?

MR. J. STEPHENSON (*Director of Public Instruction*): Very different. Yes.

MR. A. K. PILLAI (*Karunagapalli*): Yes or no?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

PRESIDENT: I fear, Mr. A. K. Pillai, you cannot cross-examine in that manner. You can only ask questions. (*Laughter.*)

MR. A. K. PILLAI (*Karunagapalli*): I may submit he is the only officer who can supply this information.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir,—

MR. T. J. MATTHEW (*Changanachery* cum *Peermade*): Are not the Principals brought into direct touch with the University?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. T. J. MATTHEW (*Changanachery* cum *Peermade*): Do the University deal with the educational policy of Travancore?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes. They can, but only so far as it relates to collegiate education.

There are other small matters which were raised in the debate, but I think the matter has been sufficiently debated upon. I think I have said all that I have to say on this point. I hope Mr. A. K. Pillai will find his way to withdraw the motion.

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MR. A. K. PILLAI (*Karunagapalli*) : I have no objection whatever in withdrawing the motion.

PRESIDENT : May I take it that the House permits the motion to be withdrawn ?

The motion was, by leave, withdrawn.

Motion 141.

The following motion was not moved:

MR. C. P. KOCHUKUNJU PILLAI :

141. To reduce the allotment of Rs. 24,976 under establishment by Rs. 720.

Motion 142.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): Sir, I beg to move the following motion:—

142. To reduce the allotment of Rs. 71,455 for Inspectors by Rs. 100.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : കഴിഞ്ഞ തവണ ഇതിനെ സംബന്ധിച്ചു തന്നെ ഒരുമോഷൻ കൊണ്ടുവരികയും ഇതിനെപ്പറ്റി വാദപ്രതിവാദം നടത്തുകയും ചെയ്തിട്ടുണ്ട്. ഈ സംഗതിയിൽ എനിക്കു പ്രധാനമായി പറയാനുള്ളതു ചീഫ് ഇൻസ്പെക്ടരെ കൊണ്ടു വളരെ നല്ലകാര്യങ്ങൾ നാട്ടുഭാഷാവിദ്യാഭ്യാസത്തിനുവേണ്ടി ചെയ്യാൻ സാധിക്കുമെന്നാണ്. അങ്ങനെയുള്ളകാര്യങ്ങൾ അദ്ദേഹത്തിനു സാധിക്കത്തക്കവണ്ണം അദ്ദേഹത്തിന്റെ ഇപ്പോഴത്തെ അസൗകര്യമായ ജോലികളിൽ പലതും ലാഘവപ്പെടുത്തികൊടുക്കേണ്ടതാണു. ഇപ്പോൾ അദ്ദേഹത്തിന്റെ കീഴ്വരുതിയിൽ ൪,൫൪൦ മലയാളം പള്ളിക്കൂടം അദ്ധ്യാപകന്മാരുണ്ട്. ഈ വാദ്ധ്യാന്മാരെയെല്ലാം നിയമിക്കുക, അവക്കു അവധി അനുവദിക്കുക മുതലായ ചില്ലറജോലികളിൽ അദ്ദേഹത്തിന്റെ സമയത്തിൽ അധികഭാഗവും ഉപയോഗിക്കേണ്ടിവരുന്നു. അതുകൊണ്ടു നാട്ടുഭാഷാവിദ്യാഭ്യാസസംബന്ധമായ പല കാര്യങ്ങളിലും അദ്ദേഹത്തിന്റെ ശ്രദ്ധ പതിയാൻ സാധിക്കാതെവരുന്നു. കഴിഞ്ഞതവണ ഞാൻ പറഞ്ഞിട്ടുള്ളതു് അദ്ദേഹത്തിന്റെ ചില അധികാരങ്ങളെ അസിസ്റ്റൻറു ഇൻസ്പെക്ടർമാർക്കു കൊടുക്കണമെന്നാണു്. ഇപ്പോഴത്തെ അസിസ്റ്റൻറു് ഇൻസ്പെക്ടർമാരെല്ലാം ബീ. ഏ. എൽ. ടി. പാസ്സായിട്ടുള്ളവരാണു്. അവർക്കു ൫൫ രൂപാ മുതൽ ൭൫ രൂപാ വരെ ശമ്പളമുള്ള ആളുകളെ നിയമിക്കാനുള്ള അധികാരം കൊടുത്താൽ പല സൌകര്യങ്ങളും ഉണ്ടാകും. ഒന്നാമതായി, ഓരോ ഡിസ്ട്രിക്ടിലും ഉള്ള യോഗ്യന്മാരായ യുവാക്കന്മാരെ വാദ്ധ്യാന്മാരായി തിരഞ്ഞെടുക്കാനുള്ള സൌകര്യം അവർക്കു കിട്ടും. രണ്ടാമതു ഓരോ, സ്ഥലങ്ങളിലും പള്ളിക്കൂടം സ്ഥാപിക്കുന്നതിനും അവിടങ്ങളിലുള്ള യുവാക്കന്മാരുടെയും അവരുടെ രക്ഷകത്താ

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[Mr. T. Kumara Pillai.]

ക്കന്മാരുടേയും സഹായം അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർമാക്ക് കിട്ടാനംസാധിക്കും.

പിന്നെ വേറെ ഒരു വിഷമമുള്ളതു ഈ വാദ്ധ്യന്മാരെ സ്വദേശത്തു തന്നെ സ്ഥലം മാറി കൊടുക്കുന്നില്ലെന്നുള്ളതാണ്. ഇതിനെ സംബന്ധിച്ചു ഇതിനുമുമ്പിലത്തെ കൌൺസിലിൽ തന്നെ ചോദ്യങ്ങൾ ചോദിക്കയും അതിനെപ്പറ്റി ഡയറക്ടരും ചീഫ് ഇൻസ്പെക്ടരുമായി എഴുത്തുകുത്തു നടത്തുകയും ചെയ്തിട്ടുണ്ട്. അതിനാൽ വാദ്ധ്യാന്മാരെ സ്വദേശത്തു തന്നെ സ്ഥലം മാറണം. അതായതു സ്ഥലത്തുള്ള യുവാക്കന്മാരെ തിരഞ്ഞെടുത്തു വാദ്ധ്യാന്മാരായി നിയമിക്കുന്ന ജോലി ചീഫ് ഇൻസ്പെക്ടരുടെ പക്കൽ നിന്നും എടുത്തു അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർക്കു കൊടുത്താൽ ചീഫ് ഇൻസ്പെക്ടർക്കു വിദ്യാഭ്യാസവർദ്ധനയ്ക്കുള്ള പല പ്രധാനകാര്യങ്ങളും ചെയ്യാൻ സാധിക്കും. ഇപ്പോൾ രാജ്യത്തിൻെറ പല ഭാഗത്തും പ്രാഥമികവിദ്യാഭ്യാസം സംബന്ധിച്ചു അദ്ദേഹത്തിൻെറ ശ്രദ്ധപതിഞ്ഞിട്ടില്ലാ. പട്ടണത്തിലും അതിനു സമീപിച്ചുള്ള സ്ഥലങ്ങളിലും മാത്രമേ പ്രാഥമികവിദ്യാഭ്യാസം പ്രചാരത്തിൽ വന്നിട്ടുള്ളൂ. അസിസ്റ്റൻറ്ഇൻസ്പെക്ടർമാക്ക് ഉൾനാടുകളിൽ സഞ്ചരിച്ചു പ്രാഥമികവിദ്യാലയങ്ങളില്ലാത്ത സ്ഥലങ്ങളിൽ പള്ളിക്കൂടം സ്ഥാപിക്കുന്നതിനു കൂടുതൽ സൌകര്യം ഉണ്ടാകുന്നതാണ്.

MR. C. P. THOMAS (*Nominated*): Will the member inform the House what he thinks with regard to such kind of work? Should not Assistant Inspectors, because of their local experience, make enquiries and induce people to do work rather than the Chief Inspector at headquarters?

MR. T. KUMARA PILLAI (*Kalkulam cum Vilavankod*): അദ്ദേഹത്തെ ഒരു ശരിയായ സമാധാനം പറഞ്ഞു മനസ്സിലാക്കേണ്ടിയിരിക്കുന്നു. അതിനു ഒരു ദൃഷ്ടാന്തം പറയാം. നട്ടാലം എന്ന സ്ഥലത്തു ഇപ്പോൾ 6-ാം ക്ലാസ് വരെയുള്ള ഒരു പള്ളിക്കൂടമാണുള്ളതു്. അവിടത്തെ ഒരു മാന്യൻ വേറെ ചിലരുമായി ചേർന്നു ഈ പള്ളിക്കൂടം തീക്കുന്നതിനു വേണ്ടപ്രയത്നം ചെയ്തിട്ടുണ്ടു. അവിടെ അദ്ദേഹത്തിൻെറ ബന്ധുവായി സ്കൂൾ ഫൈനൽ പാസ്സായ ഒരു ചെറുപ്പക്കാരൻ ഉണ്ടു്. ആ ചെറുപ്പക്കാരനാണു് ആ പള്ളിക്കൂടം സ്ഥാപിക്കുന്നതിനു വേണ്ട വേലചെയ്തു പൊതുജനങ്ങളുടെ ഇടയിൽ നിന്നും പണം പിരിക്കയും തടിമുതലായവ ശേഖരിക്കയും ചെയ്തതു്. ഒരു വിവരം അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർക്കു നല്ലതിനണ്ണം അറിയാം. അദ്ദേഹം ആ യുവാവിനെ അവിടെ ഒരു വാദ്ധ്യാരായി തല്ക്കാലത്തേയ്ക്കു നിയമിച്ചു. ഇപ്പോൾ ജോലിയില്ല. അതുകൊണ്ടു

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ജോലി കൊടുക്കണമെന്നല്ല ഞാൻ പറഞ്ഞത്. അദ്ദേഹത്തിന്റെ ചോദ്യത്തിനു മറുപടി പറയാൻ വേണ്ടിയാണ് ഇതുയും പറഞ്ഞത്. അവിടെ ഏഴാംക്ലാസ് വരെയുള്ള ഒരു പള്ളിക്കൂടമാണ് അത്. ആ പള്ളിക്കൂടത്തിനുവേണ്ടി രാപകൽ ജോലി ചെയ്യുന്ന ഒരു യുവാവിനെ പിരിച്ചയയ്ക്കുന്നതു കഷ്ടമാണ്. ഒരു നിയമനാധികാരം അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർക്കുണ്ടായിരുന്നാൽ ഇതിനിടവരികയില്ലായിരുന്നു.

MR. C. P. TARAKAN (*Kunnatnad*) : അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർമാർക്കു നിയമനാധികാരം കൊടുക്കാത്തതു കൊണ്ടു പള്ളിക്കൂടം വർദ്ധിപ്പിക്കുന്നതിനു സാധിക്കാതെ വരുന്നു എന്നു മെംബർ പറഞ്ഞു. ചീഫ് ഇൻസ്പെക്ടർക്കു അധികാരം ഇല്ലാതിരിക്കുന്നപക്ഷം അദ്ദേഹത്തിനു പള്ളിക്കൂടങ്ങൾ വർദ്ധിപ്പിക്കുന്നതിനു സാധിക്കാതെവരികയില്ലെ ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : മിസ്റ്റർ തരകൻ രണ്ടു സംഗതികൾ മറന്നാണ് ഈ ചോദ്യം ചോദിച്ചത്. ചീഫ് ഇൻസ്പെക്ടരുടെ അധികാരത്തിൽ ഉൾപ്പെട്ടതിൽ ലഘുവായ ഭാഗം മാത്രമേ അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർമാർക്കു കൊടുക്കണമെന്നു പറഞ്ഞുള്ളൂ. രണ്ടാമതു അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർമാരുടെ മേലധികാരിയാണ് ചീഫ് ഇൻസ്പെക്ടർ. ഇത് രണ്ടും മറന്നാണ് മിസ്റ്റർ തരകൻ ഒരു ചോദ്യം ചോദിച്ചത്.

MR. K. K. THOMAS (*Kottayam*) : ഒരു അസിസ്റ്റൻറ് ഇൻസ്പെക്ടരുടെ ശമ്പളം എത്ര രൂപായാണെന്നറിയാമോ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): അതറിയേണ്ട ആവശ്യമില്ല.

MR. K. K. THOMAS (*Kottayam*) : ഫർ രൂപാവരെ ആക്കാനുള്ള അധികാരം കൊടുക്കണമെന്നു പറഞ്ഞു. എത്ര രൂപാ ശമ്പളം ഉള്ള ആൾക്കാണ് ഫർ രൂപാ ശമ്പളം ഉള്ള ആളിനെ ആക്കാൻ അധികാരമുള്ളത്?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : അതിലേക്കു ഒരുതോതു നിശ്ചയിച്ചിട്ടുള്ളതായി എനിക്കു അറിവില്ല.

MR. K. K. THOMAS (*Kottayam*) : അവർ നിയമനം നടത്തുമ്പോൾ അവിടെ കുഴപ്പം ഉണ്ടാകയില്ലെ

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : ഒരു മാതിരിയുള്ള ഒരു ധാരണയുള്ളതു കൊണ്ടാണ് ഒരു രാജ്യത്തെ ശമ്പളച്ചിലവു വ്യ ലക്ഷം രൂപാവരെ വർദ്ധിക്കാനിടയായതു്.

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MR. K. K. THOMAS (*Kottayam*) : വേറെ ഏതെങ്കിലും ഡിപ്പാർട്ട്മെൻറിൽ ഒ ഒ ശുപാ ശമ്പളം ഉള്ള ഉദ്യോഗസ്ഥൻ ഫർ ശുപാ ശമ്പളത്തിൽ ആരം ആക്കുന്നതായി അറിയാമോ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : മെമ്പർ ചോദിക്കുന്നതിൻെറ ഉദ്ദേശം എനിക്കു മനസ്സിലാകുന്നില്ല.

MR. K. K. THOMAS (*Kottayam*) : അതറിയാമോ എന്നു ചോദിക്കുന്നു.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : അതറിയേണ്ട ആവശ്യമുണ്ടെന്നു ഞാൻ വിചാരിക്കുന്നില്ല.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industry, North*): Will the member kindly tell the House whether it is not possible that there may be different persons backed up by strong influences aspiring to the same posts and whether in such cases it will not lead to local factions and feuds and whether it will not be best that somebody at a distance should be the person to make appointments ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : ടൌണിലുള്ള കഥയാണെങ്കിൽ മിസ്റ്റർ മാമ്മൻ മാപ്പിള പറഞ്ഞത് ശരിതന്നെയാണ്. ഉൾനാടുകളിൽ വിദ്യാഭ്യാസം കുറഞ്ഞ ആളുകളുടെ കാര്യമാണ് ഞാൻ പറഞ്ഞത്.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industry, North*): I also come from a locality which is as much rural as that from which Mr. Kumara Pillai comes ; and I think I have some experience of things obtaining in the rural parts.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): What does the member want to know from me ?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industry, North*): My question is whether it will not lead to greater factions and feuds if the power of appointment is vested in an Assistant Inspector of the locality and whether these factions and feuds will not be minimised to a considerable extent if the authority who is to appoint is at a distance.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : അതിനു മറുപടി പറയേണ്ട ആവശ്യമുണ്ടെന്നു ഞാൻ വിചാരിക്കുന്നില്ല.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : അസിസ്റ്റൻറ്ഇൻസ്പെക്ടർമാരുടെ ശിപാർശയനുസരിച്ചു ചീഫ്ഇൻസ്പെക്ടർ നിയമനം നടത്തിയാൽ അപ്രകാരമുള്ള പരാതിയുണ്ടാകുമോ?

MR. T. KUMARA PILLA (*Kalkulam* cum *Vilavankod*) : ചോദ്യം മനസ്സിലായില്ല.

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MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : മിസ്റ്റർ കുമാരപിള്ള സ്കൂൾഫൈനൽപാസ്സായ ഒരാളിന്റെ ദൃഷ്ടാന്തം പറഞ്ഞു. അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർ നിയമനം നടത്തിയാൽ ആ ആൾക്കു ഉദ്യോഗം കിട്ടുമായിരുന്നു എന്നു പറഞ്ഞു. ചീഫ് ഇൻസ്പെക്ടർനിയമനം നടത്തിയതുകൊണ്ടാണു ആ മനുഷ്യനു ഉദ്യോഗം കൊടുക്കാത്തതെന്നും പറഞ്ഞു. അതിനെ സംബന്ധിച്ചു എനിക്കു ചോദിക്കാനുള്ളത് അസിസ്റ്റൻറ് ഇൻസ്പെക്ടരുടെ ശിപാർശയനുസരിച്ചു ചീഫ് ഇൻസ്പെക്ടർ നിയമനം നടത്തിയാൽ ആ കാര്യം സാധിക്കയില്ലയോ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : അങ്ങനെ നടത്തീട്ടില്ലാത്തതു കൊണ്ടാണു് സാധിക്കാത്തതു്.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : ഈസ്ഥിതിക്കു അസിസ്റ്റൻറ് ഇൻസ്പെക്ടരുടെ ശിപാർശഅനുസരിച്ചു ചീഫ്ഇൻസ്പെക്ടർ ചെയ്യണമെന്നു ഒരുവ്യവസ്ഥ ഉണ്ടായാൽ പോരെ ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : അങ്ങനെ ഒരു വ്യവസ്ഥഇപ്പോൾ തന്നെയുണ്ടു്. അതിൽ യാതൊരുഫലവും കാണാത്തതുകൊണ്ടാണു് ഇതു് ഇവിടെ കൊണ്ടുവരാനിടയായതു്.

MR. M. SIVATANU PILLAI (*Tovala*) : എഴുപതു് രൂപാശമ്പളമുള്ള ഉദ്യോഗസ്ഥനു ഈ അധികാരം കൊടുത്താൽ കയ്ക്കൂലി വർദ്ധിക്കയില്ലേ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): കയ്ക്കൂലിവർദ്ധിക്കുന്നതിനു ഇതു പ്രത്യേകസഹായമായി തീരുകയില്ല.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർമാരുടെ ശിപാർശയനുസരിച്ചു ചീഫ്ഇൻസ്പെക്ടർ നിയമനം നടത്താത്തതു് എന്തുകാരണത്താലാണു്?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): I am not answering the question.

MR. N. KUMARAN (*Nominated*) : I rise to a point of order. I think the members can question only through the President.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : I am only asking through the President.

PRESIDENT : Are you seeking information or are you cross-examining him ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : I only want to get a piece of information.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : The member cannot press me to answer him.

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MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : Am I not entitled to ask him questions?

PRESIDENT : You cannot have a private debate.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): ഇങ്ങനെ ചില മെമ്പറന്മാർ ചോദിച്ചിട്ടുള്ളതിനുസമാധാനം പറയാൻ എനിക്കു വിരോധമില്ല. മിൻറുസൂപ്രണ്ടിനു ടീ ശ്രുപാവരെ നിയമന അധികാരമുണ്ട്. തഹശീൽദാർക്കും അതു പോലെ അധികാരമുണ്ട്. അതിനാൽ അവർ അഴിമതിനടത്തുന്നു എന്നു വിചാരിക്കാൻ അവകാശമില്ല. അങ്ങനെ അഴിമതി നടത്താത്തതിൽ പലരേയും എനിക്കറിയാം. ഇപ്പോഴത്തെ അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർന്മാരെല്ലാം ബി. എ. എൽ. ടി. പാസ്സായിട്ടുള്ളവരാണ. എല്ലാവരും കയ്ക്രൂലിക്കാരാണെന്നുള്ള വിചാരം ഉണ്ടായിരുന്നാൽ ഒരിക്കലും പബ്ളിക്ക് സർവീസ് നന്നായിവരാൻ സാധിക്കയില്ല.

പിന്നെ വേറേചില കാര്യങ്ങൾ പറയാനുള്ളത്—

PRESIDENT ; Your time is up.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, the main question again seems to be whether a certain amount of devolution is not possible. There is no doubt that the Inspector of Vernacular Schools is very heavily worked and that, if certain of his duties could be delegated to the Assistant Inspectors, that would relieve him of a great deal of work. I cannot say that I have given a great deal of consideration to this question of the delegation of the Inspector's powers to the Assistant Inspectors. But when I come to deal with that matter, I shall note all the points that have been raised by Mr. Kumara Pillai. Exactly what powers can be delegated at any time is a nice question. The question is very delicate, when it comes to the power of appointment. I shall have to get advice on that matter and in accordance with that advice, I will make my recommendations. The matter will certainly be considered.

I do not know whether Mr. Kumara Pillai referred to the transfers of teachers.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Casually he referred to it.

MR. J. STEPHENSON (*Director of Public Instruction*) : The matter of transfers of teachers was referred to last year in the budget debate. If in the present discussion this subject is referred to, I should like to speak about it. As it has been now raised only casually, I will say nothing about it just at present.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : I withdraw the motion, as I have gained my object.

The motion was, by leave of the House, withdrawn.

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Motion 143.

MR. C. P. KOCHUKUNJU PILLAI (*Kottarakara* cum *Kunnattur*): Sir I rise to move the following motion :—

143. To reduce the allotment of Rs. 71,455 for Inspectors by Rs. 100.

In bringing forward this motion, my object is very simple. It is just to get a piece of information from the Director of Public Instruction. I want to know from him whether any action was taken by Government on a motion which was passed in the last Council here regarding the policy pursued by the Inspector of English Schools in certain matters. This Council has pronounced the opinion that the policy in question was wrong and nothing has been known as yet regarding the action taken by the Government in that matter. I want to know whether any action was taken in the matter and, if so, what action was taken. That is all.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, with regard to Mr. Kochukunju Pillai's question, I may say that, as a result of the debate which took place in the Council last year, Government ordered that I should enquire into the appointments made by the Inspector of English Schools. I have made an enquiry with regard to the appointment of graduates in English Schools; and I must say that it involved a great deal of labour and time, time which I could have used with advantage for other work. As a matter of fact, I have made the enquiry and I have sent the report to Government. The report went in about two days ago. That is the actual state of affairs.

MR. M. N. PILLAI (*Trivandrum*): May I know from the Director the nature of the report? Will he be able to give us an idea as to the nature of the report?

PRESIDENT: As a matter of fact, this is a token motion and Mr. C. P. Kochukunju Pillai, instead of bringing a discussion on the policy, has asked a question seeking information in respect of a particular event. To that extent I think the motion is out of order. You are not discussing a policy but you are asking for information on a particular event or incident which took place last year.

MR. C. P. KOCHUKUNJU PILLAI (*Kottarakara* cum *Kunnattur*) The Director has answered it. So, I withdraw the motion.

The motion was, by leave of the House, withdrawn.

Motion 144.

The following motion was not moved, the member being absent:

MR. K. P. NILAKANTA PILLAI:

144. To reduce the allotment of Rs. 4,510 for travelling allowance by Rs. 100.

Motion 145.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavanked*): I beg to move the following:

145 To reduce the allotment of Rs. 16,000 for Inspectresses by Rs. 100.

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[Mr. T. Kumara Pillai.]

ഈ മോഷനിൽ മിക്കവാറും ചോദ്യത്തിന് അവകാശമില്ലെന്നതാണെന്നു. എല്ലാവക്കും സന്തോഷമായ ഒരു സംഗതിയാണ് പറയാൻ ഉദ്ദേശിക്കുന്നത. അതായതു വാല്യാന്മാരായ സ്ത്രീകളെ നിവൃത്തിയുള്ളിടത്തോളം അവരുടെ സ്വന്തസ്ഥലങ്ങളിൽതന്നെ ആക്കിക്കൊടുക്കണം. അതിൽ അവരെ കുറച്ചപ്പെടുത്താൻ പാടില്ല. അവക്ക് അന്യസ്ഥലങ്ങളിൽ താമസിക്കാൻ സൌകര്യമില്ല. മിക്കവാറും ആളുകൾക്കു ഭർത്താക്കന്മാരുണ്ടായിരിക്കും. ഇപ്പോൾ അവർ അന്യദേശങ്ങളിൽ കിടന്നു വളരെ ബുദ്ധിമുട്ടു അനുഭവിക്കുകയാണ്, അതുകൊണ്ടു ഡയറക്ടർ ആ സംഗതിയിൽ പുരുഷന്മാരുടെ സ്ഥലം മാറ്റത്തേക്കാൾ കൂടുതൽ ശ്രദ്ധ പതിപ്പിക്കണം. നിവൃത്തി ഉള്ളിടത്തോളം അവരുടെ സ്വന്തസ്ഥലങ്ങളിൽ തന്നെ സ്ഥലംമാറ്റം കൊടുക്കണം, അവരുടെ സ്വന്തസ്ഥലത്തുതന്നെ കൊടുക്കാൻ നിവൃത്തി ഇല്ലാത്തപക്ഷം അവരുടെ സ്വന്തസ്ഥലങ്ങൾക്കു നിവൃത്തിയുള്ളിടത്തോളം സമീപസ്ഥലങ്ങളിൽ ഉദ്യോഗം കൊടുക്കണം.

മറ്റൊരുസംഗതി പറയാൻ ഉള്ളതു പള്ളിക്കൂടങ്ങളുടെ കെട്ടിമേച്ചൽ സംബന്ധിച്ചു ശരിയായവിധത്തിൽ വേലനടത്തി വരുന്നില്ലെന്നുള്ളതാണ്. അതിനെ കൺട്രാക്റ്റ് കൊടുത്തു അതു ശരിയായവിധം കെട്ടിമേച്ചിൽ നടത്താത്തതുനിമിത്തം പല കെട്ടിടങ്ങളും ഇടിഞ്ഞും പൊളിഞ്ഞും നശിക്കുന്നതിനു ഇടയായിട്ടുണ്ടു. ഓരോലിക്കുകാർ അവിടെയുള്ള പൊതുജനങ്ങളിൽ നിന്നും പണം പിരിച്ചു ചിലവാക്കി കെട്ടിച്ചിട്ടുള്ള പള്ളിക്കൂടമായതുകൊണ്ടു കെട്ടിമേച്ചിൽ അവിടെയുള്ളവരിൽ ആരെയെങ്കിലും തന്നെ ഏർപ്പെടുത്തുന്നതായാൽ അവക്ക് ഭംഗിയായി നടത്താൻ സാധിക്കും. അങ്ങിനെ ചെയ്യാതിരിക്കുന്നതുകൊണ്ടു പലവിധനാശങ്ങളും ഉണ്ടാകുന്നു എന്നുള്ളതിനുദ്ദൃഷ്ടാന്തമായി തിരുവട്ടാറ്റ് രണ്ടായിരം രൂപാവരെ ചിലവാക്കി ഒരു പള്ളിക്കൂടം കെട്ടിയത് ഓലകെട്ടാതെ മുഴുവനും ഇടിഞ്ഞുപൊളിഞ്ഞു നശിച്ചുപോകാനിടയായി. ഇങ്ങനെ പലവിധനാശങ്ങളും ഉണ്ടാകുന്നതുകൊണ്ടു പള്ളിക്കൂടങ്ങളുടെ കെട്ടിമേച്ചിൽ അതാതു സ്ഥലങ്ങളിൽ ഉള്ളവക്കുതന്നെ കൊടുത്തു അവരെക്കൊണ്ടു ശരിയായി നടത്തിക്കണമെന്നാണ് എന്റെ അഭിപ്രായം.

MR. C. P. THOMAS (*Nominated*): Does the member think that the amount allowed for this purpose is sufficient so that those who think that this is proper would accept it?

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MR. T. KUMARA PILLAI (*Kalkulam cum Vilavankod*): ഇങ്ങിനെ നടത്തുന്ന പള്ളിക്കൂടങ്ങൾ എന്റെ സമീപത്തിൽ ഉണ്ട്. ൫൦ രൂപാവരെ കെട്ടിമേച്ചിലിനു ചിലവു വരുമായിരിക്കാം. ൨൫ രൂപാ അത്യാവശ്യമുള്ള ഒരു കെട്ടിടത്തിനു ൨൦ രൂപയെ കെടുക്കുന്നുള്ളൂ എങ്കിൽ ൫ രൂപാ കൂടി അവർ നിശ്ചയമായിട്ടും കയ്യിൽനിന്നും കൊടുക്കുകതന്നെ ചെയ്യും. ൫ രൂപാ ലാഭം പിടിച്ചാൽ പിന്നീടു ൨൦൦ രൂപ ചിലവാക്കേണ്ടിവരും. അതുകൊണ്ടു പള്ളിക്കൂടങ്ങളുടെ വിഷയത്തിൽ പ്രത്യേകം താല്പര്യംകാണിച്ചുകൊണ്ടിരിക്കുന്നതാണു കൊടുക്കുന്നതായാൽ കെട്ടിമേച്ചിൽചിലവു കുറയുമെന്നുള്ളതിനു യാതൊരു സംശയവും ഇല്ല.

ഇനി ഒരു സംഗതി പറയാനുള്ളതു് ഇപ്പോഴത്തെ ഇൻസ്പെക്ടറന്മാർ വിചാരിച്ചാൽ പള്ളിക്കൂടങ്ങൾ എളുപ്പം ഓടിട്ടുന്നതിനു സാധിക്കുന്നതാണു്. അതു് എങ്ങിനേയാണെന്നു വച്ചാൽ, മിസ്റ്റർ ഒ. എം. ചെറിയാൻ വടക്കൻ ദിക്കിൽ ഇൻസ്പെക്ടരായിരുന്നകാലത്തു് ആളുകളോടു പറഞ്ഞു മൂന്നുനാലു സംവത്സരത്തെ പണം മുമ്പേറായി മേടിച്ചു് അവരെകൊണ്ടു് ഓടു് ഇടുവിക്കയായിരുന്നു. ഞാൻ സ്വല്പകാലത്തിനുമുമ്പു് ഒരിക്കൽ എന്റെ അടുത്തുള്ള ഒരു പള്ളിക്കൂടം ഓടു് ഇടുവിക്കുന്നതിനു ൪ വർഷത്തെ പണം മുമ്പേറു തരണമെന്നു ഡയറക്ടർആഫീസിൽ എഴുതി അയച്ചതിൽ നിവർത്തിഇല്ലെന്നാണു മറുപടി കിട്ടിയതു്. ഇങ്ങനെയുള്ള ചില സൌജന്യങ്ങൾ ചെയ്തുകൊടുത്താൽ പള്ളിക്കൂടങ്ങൾ ഓടു് ഇടുന്നതിനു സാധിക്കുന്നതാണു്. ഈ സംഗതിയിൽ ഗവണ്മെൻറു ശ്രദ്ധ പതിക്കേണ്ടതാണു്.

ഇൻസ്പെക്ടസ്സിന്റെ ആഫീസിൽ സ്ത്രീകൾക്കു ഒരുരക്ഷകൂടി ചെയ്യാൻ ഉണ്ടു്. അവരുടെ ആഫീസിൽ ഉള്ള ജോലികൾ സ്ത്രീകൾക്കുതന്നെ കൊടുക്കുന്നതു് വളരെ നന്നായിരിക്കുമെന്നാണു് എന്റെ അഭിപ്രായം.

MR. J. STEPHENSON (*Director of Public Instruction*): I quite agree with Mr. T. Kumara Pillai that, as far as possible, women teachers should be appointed to their native places. The lower-paid men teachers should also be appointed to their native places; but as Mr. Kumara Pillai truly points out, it is highly necessary in the case of the women teachers. As a result of the debate in the Council last year, I made an enquiry to ascertain the facts. An enquiry was made in every school for boys and girls and each teacher was asked to state

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[Mr. J. Stephenson.]

definitely where he wanted to go, whether he was willing to be transferred or whether he wanted to remain where he was. In the Girls' Schools we found that 753 teachers desired to be transferred; and as a result —

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Out of how many?

MR. J. STEPHENSON (*Director of Public Instruction*) : About 1,700 or 1,500. I am not quite sure of the figure. Of these, 753 teachers desired to be transferred and 200 transfers were actually effected. As far as I can find out, as many transfers as could be effected were actually made. In the Girls' Schools, transfers from district to district were effected and also within each district by the Assistant Inspectress concerned.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilayankod*) : I know that the Assistants are not sending up the applications of teachers.

MR. J. STEPHENSON (*Director of Public Instruction*) : For what?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : For transfer.

MR. K. SIVARAMA PANIKKAR (*Shertallai*) : Does the Inspector of Vernacular Schools keep registers recording their service and qualifications?

MR. J. STEPHENSON (*Director of Public Instruction*) : I suppose he does; but I have not seen them. I was saying that, before I passed these orders and even now, the Assistant Inspectresses of Girls' Schools could make transfers within their own districts; and till I passed these recent orders, applications for transfer need not necessarily go to the Inspectress of Girls' Schools. But, although I believe that as many transfers have been effected as were possible, I am ordering a further scrutiny of the remaining applications to see if any transfers from district to district can be effected so that they may be announced in good time and so as to enable the Assistant Inspectresses to make the transfers and postings within their own districts. Mr. Kumara Pillai spoke on the necessity, which I admit, that the teachers should be appointed in their native places. There is no doubt also that, if the teachers are in their own districts or near them, they will be able to do very much more for the upkeep and the maintenance of the schools than if they came from outside. Though the amount of money which the Government can spend is very little, the people may also help, and the amount which can be obtained in that way is sure to be most useful.

The other points raised by Mr. Kumara Pillai I shall certainly consider. I do not know whether Mr. Kumara Pillai is going to press the motion.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) : I withdraw the motion.

The motion was, by leave of the House, withdrawn.

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Motion 146.

The following motion was not moved:

MR. K. MADHAVAN PILLAI:

146. To reduce the allotment of Rs. 16,000 for Inspectresses by Rs. 100.

Motion 147.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, the object of my motion is to draw the attention of Government—

MR. A. K. PILLAI (*Karunagapalli*): Has he moved the motion?

MR. N. KUMARAN (*Nominated*): He has not moved the motion, Sir.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I thought that with an introduction I am at liberty to make the motion. I am only introducing the motion. Why should the members be so impatient? The object of the motion that I am making is to call the attention of Government to some outstanding questions in the matter of Vernacular and English Schools. The motion is to the effect that a reduction of Rs. 100 should be made from what is allotted for the controlling agencies. Mr. Kumara Pillai has relieved me in part by already making reference to the necessity for the transfer of school mistresses as far as possible to their native places. But the problem is wider in its scope. It was discussed at considerable length and the policy with respect to the need of transferring teachers as far as possible to their native places was conceded by Government. So, there is little need for reiterating the grounds urged once in this House. I am only concerned now with the tardiness—of the work of transferring—that is evinced by the Inspectors and their Assistants. Further, after this scheme was discussed by this Council, I understand, Sir, that some of the Inspectors, just in the transitional period pending the preliminary process to give effect to the scheme, are making very strenuous attempts to transfer teachers as far as possible under one pretext or other farther away from their native places. I myself wrote to the Director of Public Instruction as to the information that I received in this connection, saying that some teachers who were originally in the Tiruvalla school or the Changanachery school were driven so far afield as Muvattupuzha, that is near the northern frontier of the State. If, therefore, the Assistant Inspectors are to have a free hand in the matter of the policy of Government, I am submitting that it betokens no relief to the teachers employed in the schools.

In the vigorous agitation in connection with raising the pay of the teachers in the Vernacular Schools, Mr. Hodgson, who happened to be the Director then, pointed out that it was out of the question and that we need not cherish any hope even for any slight addition to the pay of the Vernacular School teachers because any small addition in their pay would revolutionise the whole finances of the State. We reconciled like philosophers to our lot under that dictum and wanted to mend the situation by asking Government to mitigate the evil by at least transferring the Vernacular School teachers to their native places or very near their native places as far as possible. That is a scheme which can easily be worked out by the Education Department. Let me state, I have absolute

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[Mr. P. K. Narayana Pillai.]

faith in the good intentions of Mr. Stephenson. But going down and further down from the Director, the benevolence is seen to become too volatile on the part of the subordinates so much so that the good intentions of Mr. Stephenson remain without any realisation. It is to call the attention of Government to this tradiness of the Education Department that I am trying to urge this motion.

Another question also I wish to suggest for the consideration of Government. That is the separation of the Vernacular Schools, as far as possible, from the position they now occupy in conjunction with the English Schools. Sir, it was pointed out, while the appointment of the Director was under consideration, that there was need for the guidance of the educational policy by a competent authority like the Director and so forth. Now, Sir, though it, of course, contains some truth, it does not contain the whole truth. For the Director, as has been recognised in the past, in the near past at any rate, has been a European gentleman invariably. He looks upon the educational policy the State has to follow from a very broad standpoint. He takes into consideration not merely the course of education in British India, but probably the development of education throughout the world. Thus, his vision is too diffuse to take clear note of local conditions or lay special stress on local needs.

In the matter of English education, ultimately, the pinnacle to be reached being university graduation, I can understand the attempt on the part of the Director to shape the policy of education in a broad way. But in the field of vernacular education, one cannot aspire to anything like university distinctions. So far as vernacular education is concerned, I ask whether the local conditions should not prevail more than they do at present in shaping the policy of that education. That is a question which I seriously move for the consideration of Government. Firstly, the sort of vernacular education that the boys are now receiving seems to be too much unnecessarily mixed up with the features of English education, as the Director seems to dominate not only over the English section of education but also over the vernacular section of it. My own humble view in the matter is, Sir, that if we can divert to some extent the vernacular section from the English section of the department, it is possible to improve the vernacular education in the State so that it may be made more useful. I have absolutely nothing personal against Mr. Stephenson in this matter. Let me state it openly. But the question naturally arises whether it is not possible to better the condition of vernacular education by weaning it to a greater extent from English education than at present. It is not usually the policy in British India. They are not confronted with any such question at all. It is a peculiar problem for Travancore where a large amount of money is being spent on the vernacular side of education.

MR. K. K. THOMAS (*Kottayam*) : May I know what is being done with vernacular education in British India?—

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): It is not certainly conducted on the lines that we are pursuing here. To that extent I am sure. What else is being done after all seems to be a negligible factor. That is what I think.

We have organised the Vernacular Department but the fruits of that organisation are far from being satisfactory. That is what I have to submit with regard to vernacular education. It is only to draw the attention of Government to this matter that I bring forward the following motion standing against my name *viz* :—

147. To reduce the allotment of Rs. 1,04,588 for controlling agencies by Rs. 100.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, the first point raised by Mr. P. K. Narayana Pillai was about the transfer of Vernacular School teachers. In reply to Mr. Kumara Piliai, I stated what action has been taken with regard to applications from Girls' School teachers.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*); May I know the number of applications received for transfer from the teachers in Boys' Schools?

MR. J. STEPHENSON (*Director of Public Instruction*); 2,210 teachers desired to be transferred and about the same number preferred to remain where they were. Of these 2,210 applicants for transfer, 596 were transferred by the Inspecting Officers. That is nearly 600, more than one fourth of the applications for transfer received. All transfers that were possible within each District have, I believe, been made and I am ordering a further scrutiny of the statement of applications for other transfers that may be made—

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): May I know whether, after the debate of last year, several transfers have been made of persons who were already in their native places, as stated by Mr. P. K. Narayana Pillai?

MR. J. STEPHENSON (*Director of Public Instruction*): I am afraid there may be some such cases, but I cannot say how many. Transfers are often done in chains. If a teacher A wants to go to B's place and B to C's place, C is transferred to A's place sometimes, whether he or she wishes to go or not, This is necessary in order that A may get his choice and B may get his choice. So that if we get two persons transferred, the result will sometimes be that the third person will have to go to a place to which he does not wish to go.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know from Mr. Stephenson whether it is a fact that, when a teacher is transferred from one place to another and when he goes there, it has happened that he finds his place there already filled by the Assistant Inspector?

MR. J. STEPHENSON (*Director of Public Instruction*): I have heard of one such case.

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): I know of three similar cases.

MR. J. STEPHENSON (*Director of Public Instruction*): There has been some confusion in this matter between the orders passed by the Assistant Inspectors and by the Chief Inspector of Vernacular Schools, but I hope they will put it right.

The next point touched on by Mr. P. K. Narayana Pillai was that of the pay of Vernacular School teachers.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Not the pay; but the need to dissociate as far as possible the Vernacular schools from the present controlling agency, that is, the Director of Public Instruction.

MR. J. STEPHENSON (*Director of Public Instruction*): I thought that Mr. Narayana Pillai referred to the pay of Vernacular School teachers as being insufficient. I also noticed that he adduced that as an argument for getting teachers transferred to their native places.

The next point Mr. Narayana Pillai dealt with was the relationship between the Vernacular schools and the English schools. As far as I can make out, there are two points of view with regard to this matter. There is the view suggested by Mr. Narayana Pillai, namely, that Vernacular education is suffering because it is too closely allied with English education as the courses of instruction are modelled on the lines of those adopted in English schools. The other point of view,—I see there is a motion down to urge that,—is that there should not be any separation between Vernacular schools and English schools and that classes in Middle schools, both English and Vernacular, should be amalgamated. Well, these are questions which have been before successive Directors of Public Instruction and before the Government on more than one occasion; and the view of the Government so far has been that no closer amalgamation of Vernacular education and English education seems to be desirable.

I did not quite follow Mr. Narayana Pillai in his remarks that Vernacular education suffers by being too closely modelled on the English school system of education. Apart from the language and apart from the standard that is to be reached, I do not see why there should be much difference between the courses of study in English and Vernacular schools. I agree with Mr. Narayana Pillai that, as far as possible, Vernacular education should conform to local conditions and to local interests. But I do not see how that is incompatible with the present system of teaching and courses of study in Vernacular schools which are very similar to those in English schools. I do not also see, for the same reason, why any Director of Public Instruction in charge of Vernacular education is going to hinder the achievement of the object which Mr. Narayana Pillai has in view. As a matter of fact, the Director of Public Instruction does his work as regards the Vernacular education very largely through the Inspector of Vernacular Schools. I assure the House that, so far as this subject is concerned, delegation of power is being effected as much as possible. As a matter of fact, in the administration of current policy.—

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MR. C. P. THOMAS (*Nominated*): May I know whether in the matter of educational policy there has been any difference of opinion between the Director of Public Instruction and the Chief Inspector of Vernacular Schools?

MR. J. STEPHENSON (*Director of Public Instruction*): With regard to educational policy? Where opinion is possible, there may have been differences of opinion too, between the Inspector of Vernacular schools and the Director of Public Instruction about the courses of study in Vernacular schools, and it is also quite likely—

MR. C. P. THOMAS (*Nominated*): In that case, may I know whether the opinion of the European Director of Public Instruction is given more weight than the opinion of the Inspector of Vernacular Schools?

MR. J. STEPHENSON (*Director of Public Instruction*): These large questions are referred to Government and the views of the Inspector also go up to Government along with the views of the Director. Therefore there is really no question of the European Director of Public Instruction deciding matters affecting Vernacular education.

Mr. P. K. Narayana Pillai then referred to the orders in regard to transfer of teachers and said that they are not being carried out at all. When the debate took place last year *i. e.*, in September, it was not advisable to transfer teachers, as transfers should not be made in the middle of the school year and it was thought the matter should wait until the schools re-opened. As a matter of fact, the transfers of teachers are usually effected only at the very beginning of a school year. I have been pressing the matter as hard as I can. That is all that I have to say.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Sir, as the question of general control of Education Department and its policy have come up for discussion, I should like to make a few observations in regard to that matter. In the first place, it seems to me that the educational policy of the State can be made much more satisfactory than it is now and more efficient by entrusting the work of advising the Government on such matters to a Board of Education in which all interests in the country may be fairly represented. The Education Department may also be represented in the Board. The people who are the chief factors to be considered in regard to this matter should also be properly represented. If such a step is taken, I think all the most important questions raised here as regards the number of Inspectors etc. can be very effectively dealt with by the Board. The best thing that can be done under the present circumstances is that the Director may be appointed as Minister of Education and his office may be shifted to the Huzur and the Education Section may be placed under him. If these things are done, I hope it will not be very difficult to re-arrange the system of Inspectorates. Now there are three sets of Inspecting Officers, one for Girls' Schools, another for English Schools and a third for Vernacular Schools. I hope, by a judicious system, one Inspector for all Boys' schools and one Inspectress for the Higher Grade Girls' Schools, will be sufficient. By such an arrangement, we can greatly curtail the

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[Mr. G. Raman Menon.]

expenditure upon education, so far as the controlling agency is concerned. The money thus saved may be used for increasing the pay of the ill-paid teachers in Vernacular Schools.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Are we not trenching upon the usual tiffin time, Sir?

PRESIDENT : Yes; Mr. Raman Menon, you have got half a minute more.

MR. G. RAMAN MENON (*Mavelikara* cum *Kārtikapalli*) : What I have to say is that the advising of Government on educational policy should be entrusted to a Board of Education.

The Council adjourned for lunch at 2-17 P. M. and re-assembled at 3-4- P. M.

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*) : ഞാൻ മിസ്റ്റർ പി. കെ. നാരായണപിള്ളയുടെ പ്രമേയത്തെ ഹാർദ്ദവമായി അനുകൂലിക്കുന്നു.

മലയാളഭാഷാഭ്യസനവും ഇംഗ്ലീഷ് ഭാഷാഭ്യസനവും ഒരു മേലദ്ധ്യക്ഷന്റെ മേൽനോട്ടത്തിൽ നടത്തിക്കുന്നതിൽ മലയാളഭാഷയ്ക്കു നേരിട്ടിരിക്കുന്ന ദുഷ്ടാവസ്ഥയെ ഞാൻ ചൂണ്ടികാണിക്കാൻ ചിചാരിക്കുന്നു. മലയാളവിദ്യാഭ്യാസത്തിനായി തിരുവിതാംകൂറിലുള്ള വിദ്യാശാലകളുടെ രീതിയും വിദ്യാലയങ്ങളിൽ നിയമിക്കപ്പെട്ടുന്ന ഉപാദ്ധ്യായന്മാരുടെ ശമ്പളക്രമവും ഇംഗ്ലീഷ് വിദ്യാഭ്യാസത്തിനുള്ള കെട്ടിടങ്ങളും ആ വിദ്യാലയത്തിൽ പഠിപ്പിക്കുന്ന ഉപാദ്ധ്യായന്മാരുടെ ശമ്പളക്രമവും തമ്മിലുള്ള വ്യത്യാസം നോക്കുമ്പോൾ മലയാളഭാഷയോടുള്ള ഒരവജ്ഞ പ്രത്യക്ഷമായി വെളിപ്പെടുന്നുണ്ട്. മലയാളഭാഷയ്ക്കു ഒരു സ്വതന്ത്രമായ നില സിദ്ധിച്ചിട്ടുണ്ട്. മലയാളഭാഷയിൽ ഇരിക്കുന്ന പാഠ്യപുസ്തകങ്ങളും ഒരു പാഠ്യപുസ്തകകമ്മറ്റിയാൽ നിർണ്ണയിക്കപ്പെടുന്നു. ആ പാഠ്യപുസ്തകങ്ങളും നിർണ്ണയിക്കുന്നതിനു—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : മിസ്റ്റർ നാരായണപിള്ള വാദിക്കുന്നതു ശരിയല്ലെന്നു പറഞ്ഞുകൊള്ളട്ടെ? പാഠ്യപുസ്തകകമ്മറ്റി ഇന്ന പുസ്തകം കൊള്ളാമെന്നും ഇന്ന പുസ്തകം കൊള്ളരുതാത്തതെന്നും പറയുന്നതല്ലാതെ പുസ്തകം നിർണ്ണയിക്കുന്നതിനുള്ള അധികാരം അവക്കില്ല. പുസ്തകം നിർണ്ണയിക്കുന്നതു മറ്റുദ്യോഗസ്ഥന്മാരാണെന്നുള്ള സംഗതി അറിവുണ്ടോ?

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*) : ഉണ്ട്. അതുതന്നെയാണു എന്റെ ഓർമ്മയിൽ വരുന്നതു്. പാഠ്യപുസ്തകകമ്മറ്റിയിൽ നിന്നും പല പുസ്തകങ്ങളും കൊള്ളാമെന്നു അഭിപ്രായപ്പെട്ടതിന്റെ ശേ

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ഷം ഡിപ്പാർട്ടുമെൻറധികൃതന്മാർ പുസ്തകം ഇഷ്ടംപോലെ നിശ്ചയിക്കയാണ ചെയ്യുവരുന്നതു്. അതിൽനിന്നും പാഠ്യപുസ്തകക്കമ്മറിയ്ക്കു ഒരു കൺട്രോൾ ഇല്ല എന്നുള്ളതാണ് വ്യക്തമാകുന്നതു്. അതുകൊണ്ടു ആ നയം ഒരിക്കലും സ്വീകാര്യമല്ലെന്നാണ് എന്റെ അഭിപ്രായം.

അതിനുംപുറമെ ഒരു യൂറോപ്യൻ മേലധികാരി മലയാളഭാഷാഭ്യസനപാഠശാലകളുടെ മേലദ്ധ്യക്ഷം വഹിക്കുന്നതു കൊണ്ടു് വാസ്തവത്തിൽ ആ ഭാഷക്കു ഹാനികരമായ ഒരു നില വന്നുപോകുമെന്നുള്ളതിൽ സംശയമില്ലാത്തതാണ്. ഇൻസ്പെക്ഷൻ നടത്തുന്ന കാലത്തു മലയാളം പഠിക്കുന്നഒരു വിദ്യാർത്ഥിയുടെ അഭിവൃദ്ധിയെ സംബന്ധിച്ചു പരിശോധന നടത്തുന്നതിനു വിദ്യാഭ്യാസമേലദ്ധ്യക്ഷനു നിവൃത്തിയില്ല എന്നു വന്നുകൂട്ടുന്നതു ആ ഭാഷയുടെ ദോഷകരമായ നിലയെ വെളിപ്പെടുത്തുകയാണ് ചെയ്യുന്നതു്.

അതുപോലെതന്നെ സ്ത്രീവിദ്യാശാലകളുടേയും മേലദ്ധ്യക്ഷം വഹിക്കുന്നതു് മലയാളഭാഷാപരിജ്ഞാനമില്ലാത്ത വർഗ്ഗത്തിൽപെട്ട ഒരു സ്ത്രീയാണെന്നു കാണുന്നതും ശോചനീയാവസ്ഥയായ ഒരു സംഗതിയാണെന്നു എനിക്കുതന്നെ അറിയാം; ഒരു പരീക്ഷണാധികാരിയായിരിക്കുന്ന സ്ത്രീ ഒരു സ്കൂളിൽ ഹാജരായി മൂന്നാംക്ലാസിൽ പഠിക്കുന്ന ഒരു കുട്ടിയോടു:"കുട്ടി, കോഴീനെ എന്തു മൂടിയിരിക്കുന്നു?" (ചിരി) എന്നു ചോദിച്ചു. ആ കുട്ടി ആലോചിച്ചുനോക്കിയപ്പോൾ കോഴിയെ ഏതു പാത്രത്തിൽ അടച്ചിരിക്കുന്നുഎന്നു മനസ്സിലാക്കി 'ഓറാ' എന്നു മറുപടി പറഞ്ഞു. വേറെ ഒരു കുട്ടി 'കുട്ട'യാണെന്നും പറഞ്ഞു; ഒടുവിൽ ആ പരീക്ഷണാധികാരി "കോഴീനെ തുവ്വൽകൊണ്ടു് മൂടിയിരിക്കുന്നു" എന്നു ധരിപ്പിച്ചു. മലയാളഭാഷാപരിജ്ഞാനം ഇല്ലാത്ത പരിശോധനാധികാരികൾ മലയാളം പഠിക്കുന്ന കുട്ടികളോടു ഏതെങ്കിലും ഒരു ചോദ്യം ചോദിക്കുന്നതിനൊ ആ കുട്ടിയെ മനസ്സിലാക്കുന്നതിനൊ പ്രാപ്തന്മാരല്ലാതിരിക്കുന്നതിനും ഇടയാകുന്നു. അതുകൊണ്ടു മലയാളഭാഷ പരിജ്ഞാനമുള്ള ആളെ ആ വിദ്യാലയങ്ങളുടെ മേലധികാരം വഹിക്കുന്നതിനു നിയമിക്കുന്നതു നന്നായിരിക്കും. പാഠ്യപുസ്തകം നിർണ്ണയിക്കുന്നതിനു ഇപ്പോൾ സ്ഥാപിച്ചിരിക്കുന്ന കമ്മിറ്റികൾ പരിഷ്കരിച്ചു മലയാള പാഠ്യപുസ്തകങ്ങളും ഇംഗ്ലീഷ് പാഠ്യപുസ്തകങ്ങളും നിർണ്ണയിക്കുന്നതിനു ഒരു കമ്മറ്റി മതിയാകുമെന്നുള്ള നിലയിൽ ഒരു സ്കീം തയാറാക്കിവരുന്നതായി അറിയുന്നു.

PRESIDENT: Time.

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): അതുകൊണ്ടു സെക്രട്ടറേഷൻ ഏറ്റവും അത്യാവശ്യമാണെന്നുള്ള അഭിപ്രായത്തോടു ഞാനും പൂർണ്ണമായി യോജിക്കുന്നു.

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, by way of reply to the observations of Mr. Stephenson, I have only very little to add. He says, with respect to the question of transfer of teachers that the matter is being attended to by him. Now, one cannot but express the dissatisfaction at the tardy way in which it is done. Mr. Stephenson pointed out that 2,210 applications were received for transfer from teachers in Vernacular Schools and that only one-fourth of the number has been attended to by the department.

MR. J. STEPHENSON (*Director of Public Instruction*): I did not say that only one-fourth was attended to; I said that more than one-fourth had been granted.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Yes, one-fourth of the whole has been transferred. Well, it cannot be said that the rest of them sent in their applications as a piece of practical joke. They evidently stood in need of transfer and applied accordingly for the same. Mr. Stephenson pointed out that he makes transfers only at the re-opening of the schools. But I am sorry to say that much has not been done. Anyhow, since Mr. Stephenson says that he will attend to this question, I do not press it further.

As was pointed out by the Financial Secretary, during the course of the budget debate, that there is a limit to the spending capacity of the P. W. D., there perhaps may be a limit to the capacity of the Education Department to transfer teachers. So I take the assurance of Mr. Stephenson and hope that the matter would be attended to.

Further, with respect to the question of necessity for the separation of the Vernacular Department from the control of the Director, I perhaps did not place all facts before Mr. Stephenson to elicit his view. I do not, however, think that I shall be able to do the same in the limited time at my disposal now. I wish only to point out one aspect of the question. The pupils who receive education in Vernacular Schools now are found fit only for one career, *i. e.*, that of teachers in Vernacular Schools, the only means for their livelihood. I ask the question whether it would not be advisable to give them such an education as will make them not to look exclusively to appointments in the Education Department as the sole means for earning their livelihood. They should be given such an education as would enable them to understand and transact ordinary human affairs prevailing among the people with whom they move. For example, some knowledge of book-keeping, some knowledge of law, and some knowledge of medicine and such other things as are found necessary in the ordinary transactions and concerns of society would be highly useful and should be imparted to them. As it is, a student who goes out successfully from Class IX of the Vernacular Schools does not know how to write a promissory note or to give a receipt. A knowledge of the above subjects would be of considerable assistance to them in their career through life. Sir, I do not want these people to be made lawyers and it would be certainly a piece of peril considering the already increased herd of lawyers turned out from the pleadership class. That is not my idea. What I suggest

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is that ordinary knowledge required in the pursuit of one's affairs in life would be of considerable value to these students. It is only with a view to suggest that, I thought of divorcing this Department from the controlling agency over such education because it looks only to the question of literacy or doctrinaire education. Anyhow this question is not likely to be fully threshed out on this occasion. Just hinting this aspect of the question, I beg to withdraw my motion.

The motion was, by leave, withdrawn.

Motion 148.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Sir, I beg to make the following motion:

148. To reduce the allotment of Rs. 1,04,588 for Controlling Agencies by Rs. 100.

My object in bringing forward this motion is to bring to the notice of Government, as well as of the members of this House, the low pay which the Vernacular School teachers are paid at the present day. It is notorious Sir, you will pardon me for the word that the pay that is now given to the Vernacular School teachers is not, as I have alluded to in my budget speech, even worth a bag of rice. With this small sum, the Vernacular School teacher has to cut a figure; he has to meet the primary needs of man; he has to feed himself and his little family; he has to clothe himself and his little family; and he has to meet all such primary needs beside the function of educating his children. And in the class room he has to appear to be a hero. Because, if he does not show himself to be a hero before the little children in the class, of course, the children will not attend to the lessons that are being imparted to them. If they understand that their teacher has not sufficient means to appear before them in decent dress or that the teacher has not taken his noon-day meal, of course, they will begin to joke at the teacher. He has to do all this out of his half-starved allowance. He has to go to his class room and engage himself in his professional work.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): The member is not in order, Sir. I find, later on there is a motion for reduction of the total grant for Vernacular Education. We are now dealing with the Controlling Agency. I do not think the Vernacular School teacher forms part of the Controlling Agency.

PRESIDENT: You are right, Mr. Subba Aiyar. You must talk to the motion, Mr. Sivarama Panikkar. Your motion is with regard to the Controlling Agency. So, you must confine yourself to the subject of Controlling Agency.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): My idea, when I wanted to introduce this motion, was to speak on the transfers of teachers. But, when I heard the very satisfactory reply from the Director of Public Instruction, I was almost satisfied with regard to the question of transfers, and I thought I should say a word or two about the salary of the Vernacular School teachers, which requires the urgent attention of the department as well as of the Government.

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PRESIDENT: But the unfortunate part of it is that you are technically out of order. The subject of your motion excludes it.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Then, I will withdraw the motion, Sir.

The motion, was, by leave, withdrawn.

Motion 149.

The following motion was not made:

MR. T. KUMARA PILLAI:

149. To reduce the allotment of Rs. 1,04,588 for Controlling Agencies by Rs. 100.

Motion 150.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Sir, I beg to make the following motion:

150. To reduce the allotment of Rs. 1,04,588 for Controlling Agencies by Rs. 100.

Sir, my object in bringing forward this motion is to bring to the notice of this House the large amount of expenditure that is incurred in connection with "Controlling Agencies". There is a highly-paid Director of Public Instruction. There are two Inspectors and two Personal Assistants and several Assistant Inspectors.

MR. C. P. THOMAS (*Nominated*): May I know from Mr. Joseph the proportion of the amount spent on the Controlling Agency to the total expenditure on the department?

MR. K. I. JOSEPH (*Menachil* cum *Devicolam*): I did not hear properly.

PRESIDENT: The member asks you if you can state the proportion that the expenditure on Controlling Agency bears to the total expenditure on education.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): By looking at the figures given in the notice or in the budget, one can very easily find that out. The allotment for Controlling Agencies is more than a lakh of rupees and the total expenditure on the Education Department is Rs. 38 lakhs and odd. I think it is a matter which anybody can find out without asking me.

My point is that the expenditure incurred in connection with the Controlling Agencies is far more than what is required for the purpose. I think, in any case, the Personal Assistants to the Inspectors could be dispensed with. The Inspectors can very well attend to their own work; and if we make the reduction that I propose, it is highly probable that we will be able to increase the salary of these poor Vernacular School teachers.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): May I know by how much the pay of the Vernacular School teachers could be increased if we abolish the posts of the Personal Assistants to the two Inspectors?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): However little the addition that we could make to their salaries out of the saving effected by the abolition of the Personal Assistants to the Inspectors, I am

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sure it will be of some help to these poor vernacular school teachers. My chief point is that, out of the Controlling Agency, at least the Personal Assistants could be dispensed with. I leave it to the House to decide.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I know if he has withdrawn the motion?

PRESIDENT: No, it is left to the opinion of the House.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I do not know what arguments to adduce to prove that the relative cost of the Controlling Agencies of the Education Department is not great. From the Educational Report, page 10, it is seen that the percentage of the total cost on education to the expenditure on Controlling Agencies, in 1098, was 5·44. In 1099, it was 5·02. The actual expenditure on Controlling Agencies in 1098 was Rs. 1,80,000 and in 1099 it was Rs. 1,77,000. Considering the fact that the Controlling Agency includes not only the Director of Public Instruction but also the Inspector of Vernacular Schools, the Inspector of English Schools, the Inspectress of Girls' Schools, 21 Assistant Inspectors of Vernacular Schools, 6 Assistant Inspectresses of Girls' Schools and 2 Assistant Inspectors of English Schools for Boys—I think this inspection is very necessary indeed it does not appear to me that either the actual expenditure, incurred under this head, or the actual proportion that it bears to the total expenditure on education, is excessive. The one satisfactory feature about the expenditure on Controlling Agencies is that the actual expenditure is gradually going down, although the cost on education is going up year by year. The proportion that it bears to the total expenditure on education is also going down. Mr. Joseph did not say exactly what expenditure was useless and what was useful.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I was speaking about the Personal Assistants as being unnecessary.

MR. J. STEPHENSON (*Director of Public Instruction*): I argued that point this morning. Anyway, it does not matter. The Personal Assistant is very useful. If you abolish that post, we shall want some substitute. There must be somebody to do the office work and having a Personal Assistant gives the best solution of the problem; because he can do ordinary routine work and also work which requires special knowledge.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know whether the Inspectors also require Personal Assistants?

MR. J. STEPHENSON (*Director of Public Instruction*): I think it is very useful for an Inspecting Officer to have a Personal Assistant. The Inspector has to be in camp on many days. In the absence of the Inspector, there should be somebody in the office to do the Inspector's work. Sir, I do not think Mr. Joseph established a case that the expenditure on Controlling Agencies is larger than it should be. I have no more to say.

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MR. C. P. THOMAS (*Nominated*): I could not agree with the position that the amount spent on Controlling Agencies is more than what is actually necessary. I wish to speak a few words about the nature of the work that is being done by the Controlling Agency. It is certainly necessary that, in the Department of Education, for which so many lakhs of rupees are being spent, the Controlling Agency should do much more than merely controlling the department. It is very important that the work of the Controlling Agency should consist more in giving constructive policy for helping the progress of education than of merely controlling the department. I think the one fault which vitiates the system is that which has been characterised as over-much centralisation. I know that the Devolution Officer is working in order to find out how much decentralisation could be effected. I may mention one or two points that have come to my notice. I know it is the custom now for the Director of Public Instruction to pass final orders in regard to questions of such trivial importance as the following. If a boy has given an age when he was admitted to the school, if afterwards he finds that there is some mistake in the age, and if, in such a case the boy wants to make a correction, the Headmaster has first to receive the boy's application or his parent's. The Headmaster then sends it to the Inspector with his remarks and with such evidence as is available. From the Inspector, it is sent to the Director. After all, Sir, the decision of the Director is practically based upon the evidence gathered by the Headmaster, and the Headmaster of a High School, who is in charge of the training of four hundred or five hundred or sometimes even nine hundred pupils, could certainly be trusted on the question of examining the evidence and making the correction in such a simple matter as the age of a student in a school. I am sure even this simple question takes a considerable portion of the time of the Inspector and the Director and also of a number of clerks in their offices. It certainly means a good deal of correspondence.

Another subject to which I should like to draw the attention of the Government is this. When a pupil in the High School chooses two or three optional subjects in one year and, finding that it is necessary for him to change the optionals, applies to the Headmaster for the change, there also, instead of the matter being left to the decision of the Headmaster, it is first sent to the Inspector with the remarks of the Headmaster, and from the Inspector it goes to the Director. I think the Headmaster of a High School, who is a responsible officer, can very well be entrusted with this function.

Again, there are cases in which some boys have to be given promotion although their attendance is slightly less than the minimum fixed. In this case also, the Headmaster has to get the statement explaining the absence of the student and the medical certificate and send it on to the Inspector who sends it to the Director. After all, it is decided by the medical certificate and other circumstances about which the Headmaster is the only person who could have direct information.

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I was just giving a few instances whereby the office work of the Inspector and that of the Director are being increased without any proportionate advantage for the cause of education. Probably, it may be possible for a non-official body who examines the methods of work in the offices of the Inspector and of the Director to find out more instances to prove the point that I am now dealing with. I am sure there are many such instances of unnecessary work being done by the Director's office and the Inspector's office. Mr. Stephenson himself observed that he is doing a lot of work which ought to be done by officers of much lower pay and status than himself. I have heard the same complaint from other responsible officers in other branches of the Education Department. What I would very strongly urge upon Government is that the system of work in the offices of the Inspector and the Director requires a thorough examination.

With regard to the work of the Inspectors, they are given a form of Report of the inspection work, which was framed ten years ago. Probably it has been slightly modified recently. My fear is that that system leads to a good deal of unnecessary work. The Inspectors have to mechanically fill up the form that is given to them, and, as a result, a lot of information that has already been given is simply repeated every time the Inspector sends up his report. I think that adds, to a considerable extent, to the work of the Inspector's office. There also, there is ample scope for examining this form of report and finding out simpler and more useful forms of report.

Now, the rule that the Inspector of English Schools should visit all the High Schools at least once a year, should, I think, be modified, as far as possible. The rule was all right when there were only 28 High Schools in the State. But now the number of High Schools has gone up to something like 40 or so. If the Government insist upon the Inspector visiting every High School at least once a year, the result will be that, while the number of inspections is kept up, the quality of the inspection gets considerably worse. I, for my part, think that it is much better that the Inspector visits each school once in two years and does the inspection work properly, without caring for the mere satisfaction of the number of inspections as he does at present.

PRESIDENT : Time, Mr. Thomas.

MR. C. P. THOMAS (*Nominated*): I would close with the general remark that, with regard to inspection, it is very necessary that the Inspectors give constructive suggestions to help the teachers in their work instead of merely criticising the work of the teachers as they generally do at present.

MR. A. K. PILLAI (*Karunagapalli*): Sir, in view of the large number of motions that have to be discussed in this House, will you please be more strict about the time limit?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Even though I am not quite convinced about the necessity for the Personal Assistants and the large expenditure now incurred on behalf of the Controlling Agency, since the House seems to be rather indifferent about the matter, I would withdraw the motion.

The motion was, by leave, withdrawn.

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Motion 151.

MR. N. KUMARAN (*Nominated*): I beg to move the following motion: —

151. To reduce the allotment of Rs. 12,133 for Establishment in H. H. the Maha Rajah's College of Science by Rs. 100.

My object in bringing up this motion is to discuss the question of the invidious distinction that is found in the pay of the Pandits and the Tutors who are attached to the Science and the Arts Colleges in Trivandrum. You will find from the budget that these Pandits are paid Rs. 50 and their grade is Rs. 50-5-70 and an increment up to Rs. 100. On a former occasion, when the question was raised in this House why a graduate in Sanskrit should have been preferred to an M. A. in Sanskrit, Mr. Stephenson was at great pains to explain the situation. He told us that he gave very great consideration to the previous history of the graduate who seemed to have passed the examination on the first occasion and also seemed to have secured higher marks than the M. A. in question. It was therefore clear that the department used to take very great care in selecting these Pandits. I believe the same attention is being paid to the selection of Tutors and Demonstrators in the Arts and Science Colleges.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know what the qualifications of these Pandits are?

MR. N. KUMARAN (*Nominated*): They are graduates in the Vernacular languages and some are also M. A.'s. We also find that the pay of the Tutors as well as Demonstrators is ranging from Rs. 100 to Rs. 175. It is also understood that these two classes of teachers do almost the same class of work in these Colleges. If that is so, I fail to understand why this distinction is maintained between one class of people who probably commit the sin of teaching Vernacular languages and why they should be classified as persons who are entitled only to a lower grade of pay than another class of persons who have the same qualifications but who have the privilege of teaching English or Science.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): For how many periods do these Pandits work and also for how many periods do the Tutors work?

MR. N. KUMARAN (*Nominated*): My friend must be aware that I could not be in possession of that information and that he could obtain the same from Mr. Stephenson when he is speaking. At any rate, even if there is any distinction between the number of periods of instruction in the case of these two classes of people, that should not be taken as a standard for measuring their service. If an appointment is given to a person, he should not be told that, simply because he is not working for five or six hours and that another class of people are working for more hours, there should be a difference in pay. If the status of the officers is the same, their pay must also be the same. Government have been on various occasions trying to equalise the pay of the officers, and in various re-organisations, we find that, when a difference of pay existed, Government have attempted to equalise it. Of course, we find in the

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Education Department that a distinction is sometimes maintained. We find from the budget that some Professors are getting Rs. 400 to Rs. 750. We also find another variety of Professors getting Rs. 300 to Rs. 700. It is difficult to understand this distinction. At any rate, I am now moving this reduction in order to discuss the question as to why there should be this distinction between the Pandits on the one hand and the Tutors and the Demonstrators on the other. If the distinction rests upon the ground that one variety of officers is called Pandits and the other variety Tutors and Demonstrators, I request the Director of Public Instruction to change the name of the Pandits into Malayalam Tutors or Vernacular Tutors and to give them the same status and pay as is being given to the Demonstrators and Tutors in other subjects.

MR. K. I. JOSEPH (*Mingachil* cum *Devicolam*) : May I know whether the *Munshis* and other teachers in the High Schools are paid at the same rate as other Teachers ?

MR. N. KUMARAN (*Nominated*) : Their qualifications are different. The High School teachers cannot be put in the same scale as College Tutors and College Professors. The distinction is there. These Pandits are not teaching classes in the High Schools but in the Colleges. Here the Pandits are University men. In the High Schools, persons who have passed the examination in class IX or the Siromani examination or Vidwan Test of the Madras University may be appointed. They are certainly not persons qualified for the Pandit's place, as the Pandits in the College are graduates or M. A.'s of the Madras University.

MR. J. STEPHENSON (*Director of Public Instruction*) : Sir, I have always been in favour of the teachers of the Vernacular languages and of Sanskrit receiving the same pay as the teachers in other subjects, if they teach that subject to the same standard, whether Intermediate or B. A., as the Tutors in other subjects do. When I was at the College, I made a recommendation for giving the teachers of the Vernacular languages the same pay as the Tutors. It is true that, in the College of Science, on which this motion bears, the pay of the Pandit is less than the pay of the teachers in other subjects. The pay of the Pandits is Rs. 50-100 and the pay of the Tutors is Rs. 100-175. There is, as a matter of fact, some justification for that, and that is, whereas the Tutors in all other subjects, English, Chemistry, Physics, Mathematics, and Natural Science, are appointed to departments where the teaching goes up to the B. A. standard, in the Vernacular branch, the teaching is confined to the Intermediate students in the College of Science.

MR. N. KUMARAN (*Nominated*) : Are they not teaching up to the B. A. class in the Arts College ?

MR. J. STEPHENSON (*Director of Public Instruction*) : Yes, they are. The Vernacular languages are taught in the B. A. standard in the Arts College.

MR. N. KUMARAN (*Nominated*) : There also, they are paid only from Rs. 50-100.

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MR. J. STEPHENSON (*Director of Public Instruction*): But, I am dealing with a motion which relates to the College of Science. And there is some justification for Tutors of Vernacular languages in the College of Science being paid a less sum than the Tutors in other subjects.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Is it owing to the fact that there is no Vernacular Section to the B. A. class in the College of Science?

MR. J. STEPHENSON (*Director of Public Instruction*): There is no Vernacular Section to the B. A. class, so that the teaching is simply confined to Vernacular translation and composition and Sanskrit translation. Mr. Kumaran points out that the Pandits in the Arts College get the same pay. I was referring only to the Science College, because it is the one dealt with in the motion. But in the Arts College, the only excuse that I can find for the Pandits being paid less than the Tutors is that they can be got for this money; perhaps the law of supply and demand does hold to some extent and it is a sort of *mamool* in this country to pay Pandits less.

MR. K. I. JOSEPH (*Minachil cum Devicolam*): Are the Pandits in Madras, Trichinopoly and other places paid at the same rate as the Tutors and Demonstrators?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not know. But I doubt very much whether they get the same pay.

MR. C. P. THOMAS (*Nominated*): Even if the salary of some of the other Tutors be lowered, men of equal or higher qualifications may be available here.

MR. J. STEPHENSON (*Director of Public Instruction*): Yes. That is true.

MR. C. P. THOMAS (*Nominated*): Will the Government be prepared to do that?

MR. J. STEPHENSON (*Director of Public Instruction*): I am not prepared to recommend any lower salaries. If the Education Department is to get good men, it must be in a position to give good salaries.

MR. C. P. THOMAS (*Nominated*): Is it not desirable that the same rule should apply to Pandits in the Arts College?

MR. J. STEPHENSON (*Director of Public Instruction*): I am quite prepared to consider that question. I do not know whether there is any justification for a change in the case of the College of Science, where teaching is confined to the Intermediate class. Just as a teacher in a Vernacular School gets less than a teacher in an English School and a teacher in the High School less than one in the College, so, it seems to me, it is quite fair to pay a man who has to teach an Intermediate class less than the man who may be called upon to teach a B. A. class.

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Are there not other hands among Tutors and Demonstrators in the College of Science whose teaching is confined to the Intermediate class?

MR. J. STEPHENSON (*Director of Public Instruction*): That may be so in a particular year. But they are always recruited on the understanding that they may be called upon to teach B. A. Pass and Honours classes. I have always striven to recruit men who with experience may be qualified to teach right up to the Honours classes, because it is very difficult with Honours classes if you are going to recruit some teachers who will never be able to rise above a certain level. It is better to recruit people who will be competent to take up the highest work in the department. I can only promise to look into the question of the pay of the Pandits in the Arts College and consider the matter.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I wish to say a word in regard to this matter, particularly as we happen to have a number of Pandits in the Arts College. In the Arts College we have two Indian Language sections. One is—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Louder, please.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I said that in the Arts College we have two Indian Language sections. One is the Sanskrit and the other the Dravidian Languages section. In *both* sections, we have Pandits, and we have also Tutors and Lecturers. What I wish to explain to the House is that, in arranging the staff of the Arts College, three different grades have been provided, and for each grade a certain minimum qualification is insisted on. The pay of any particular grade is decided by the *minimum* qualification that is prescribed for the appointments in that grade. It might sometimes happen that for an appointment in which the minimum qualification is of a certain kind we are able, in the open competition of the market, to get people with higher qualifications. When this happens, it has to be taken as a windfall to the institution. But, when for any appointment certain minimum qualifications are prescribed, the salary for that appointment must have a relation only to those qualifications.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): What is the minimum qualification required for a Pandit's place?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): The minimum qualification need not be graduation, particularly in Honours, for a teacher—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I know whether there is anything prescribed in any rule, as to what it is?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): I believe it is. I have just been asking for the Public Service Notification where it will be found. Various qualifications have been prescribed there for the various appointments in the Colleges. For Tutorships and Demonstratorships for example, certain qualifications have been prescribed. The qualification for a Tutorship is an Honours

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[Rao Bahadur K. V. Rangaswami Aiyangar.]

degree or the degree of Master of Arts or Master of Science, whereas an applicant for a Pandit need not possess a University degree. In exceptional cases a Pandit can be raised to the rank of a Tutor. There have been instances of Pandits, who did not know English, having been promoted to the position of Tutor, and it is this, I presume, which induces a person who possesses qualifications, which would entitle him to a Tutorship to apply for a Pandit's post and get himself appointed as a Pandit in the first instance. At present, in the Arts College, I have an Honours graduate who is a Pandit in the Malayalam section. His qualifications entitle him to the post of a Tutor. On the other hand, a Sanskrit teacher, whose knowledge of English is extremely poor, who practically possesses no knowledge of English, is a Tutor. He entered service as a Pandit, and has been since promoted as a Tutor. In the Indian Languages Departments, therefore, there are *three* grades of offices, Lecturers, Tutors and Pandits. The grade of the Pandit is therefore nothing but the lowest in rank in the hierarchy provided for these particular departments. As I said at the beginning, the salary of this grade has been fixed in relation to the minimum qualification that has been insisted on. A knowledge of English is not absolutely necessary for appointment as a Pandit, and once you accept one who does not know English, it is sometimes possible for us to obtain men of outstanding scholarship in their own languages. In the Presidency College of Madras, some of the most eminent Dravidian and Sanskrit scholars have been employed only as Pandits.

PRESIDENT: Time.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): on salaries, which our Tutors will disdain. That is entirely due to circumstances of a University degree not being insisted on for such places. This is possibly the main ground for the differenciation in the salary.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, I have also sent in an identical motion on the subject, and I may be permitted to say what I have to say by way of supporting Mr. Kumaran. With respect to the observations of Mr. Stephenson that, because Pandits can be had for this amount, they are providing only so much for the Pandits, I have to observe that it smacks too much of step-motherly tenderness towards the Vernacular section in the Colleges. No doubt, as he observes, for some time in the past, the State has been taking advantage of the availability of learned men in the Vernaculars and Sanskrit rather on cheap terms, but, when it proceeds from a State, the iniquity underlying the bargain certainly attracts attention.

So far as the qualifications of these Pandits are concerned, they have got parallel qualification with the Tutors, the Demonstrators and other subsidiary officers attached to these colleges. But because it is a Pandit the name itself is hardly English, it is only the Vernacular name that is applied even now—his pay is made to shrink. If, as Mr

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Kumaran pointed out, it is through the name the shrinkage occurs, I would suggest that the Professor of Mathematics and the Professor of History might be called Mathematics Pandit and History Pandit, and their pay reduced accordingly (*laughter*). It would be very advantageous to the State if the name Pandit has anything to with the pay of the officers. I would call that argument only a subterfuge and not regard it as an attempt to face the question boldly.

Then Mr. Rangaswami Aiyangar pointed out that they wanted only a minimum qualification and that not necessarily including a knowledge of English. I am sorry, to say, Sir, that such a condition is unbelievable. Translation from English into Sanskrit and from Sanskrit into English requires some knowledge of English. Some of these Pandits are employed for the work of translation. Without knowing English, how a Pandit, though called only a Pandit, can translate a passage from English into another language and from the Vernacular into English, passes understanding. So a knowledge of English is essential. Therefore, the minimum qualification is not correctly laid down. But here it is a patent fact that it is Honours Graduates and others that are being entertained though under the name of Pandits. Taking advantage of the services of these highly qualified people as educational officers, the State says that they need not be adequately paid. The effects of this are recoiling not only upon the educational institutions of the State but also upon the general growth of vernacular literature on the whole. For we have had efficient men doing the duties these Pandits are now doing, persons like the late Professor Raja Raja Varma whose influence not only centered in the College but was widespread throughout the whole country. If the pay of these Pandits is increased, I think it would be possible to attract more profound people whose services will better the general cause of literature in Vernacular and Sanskrit. With these observations, I have very great pleasure in supporting the motion.

MR. M. N. PILLAI (*Trivandrum*) : Sir, I have to offer a few words with respect to the Lecturers in Sanskrit and Malayalam. Government say that they are anxious to get the best people. The treatment given to Malayalam and Tamil in the Colleges is not fair. The late Mr. Raja Raja Varma was Professor of Sanskrit and Vernacular languages in the College. Since his retirement, Professorships have been created in larger numbers than are necessary. But in Sanskrit, Government would have only a Lecturer whose pay is less than the pay of an Assistant Professor.

PRESIDENT : You are not speaking on the motion. The motion refers to the Pandits in the Science College. You are speaking of the Lecturers who are in the College of Arts.

MR. M. N. PILLAI ((*Trivandrum*) : I will reserve my remarks till that motion comes up.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*) : Sir, in regard to the pay and status of the Pandits, Mr. Stephenson attempted some explanations which were not sufficiently convincing to the members on this side. It appears to me that from the way in which he put them

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[Mr. Changanachery K. Parameswaran Pillai.]

forward, hehimself was not statisfied as to the tenability of those arguments. On an examination of the budget, it appears to me that the reason reallyis something other than what is admitted by Mr. Stephenson. Really the department for teaching Indian languages is, for some reason or other, considered to be on a lower status than that for teaching Science and the English language. For, otherwise, it is impossible to understand why really the Professors of Indian languages should be given the status of Lecturers and treated in a way even below Assistant Professors. People of their status teaching English, Science etc., are given Professors' pay. The fact is that the whole Vernacular department is treated on a lower status, and since the Professors are given a lower pay and lower status, naturally the teachers under them, called Pandits, are given a lower status and a lower pay. I think the matter might be remedied and the whole question should be taken up by the Government.

MR. A. K. PILLAI (*Karunagapalli*): Sir, it was very unhappy to hear that observation of Mr. Stephenson that since Pandits would be available in any number they might be paid less.

MR. J. STEPHENSON (*Director of Public Instruction*): I did not say that they should be paid less. What I was explaining was how it came about that they are paid less.

MR. A. K. PILLAI (*Karunagapalli*): His argument based on the principle of supply and demand was really unhappy. We must keep a certain standard and there must be a certain co-ordination between qualifications and pay. We have been considering the claims of people who have the same qualifications whether in the official hierarchy they were called Pandits, Tutors or Lecturers. We were considering the claims of people who have graduated and who were holding the same degree and who could even teach English in High Schools. They were having the same English lessons throughout their College and High School courses. If their educational qualifications and claims are considered they will be on the same footing as the Tutors. It was not at all sound to say that they were paid less because they have to do only less work. I must point out that they are not employed on the piece-work principle. They are not piece-work employees. They are not to do fuel-splitting work. They are there for the whole time, and if you do not give them work for the whole time, it is not their fault; it is your fault. If that is an argument, it is something like calling a dog a bad name and hanging it. The designation of Pandits, Tutors, and Lecturers was the creation of Government. I do not know why people of the same qualifications should be distinguished like that in an invidious manner. Whether they are Pandits or Tutors is not the point. The question is whether they are teaching Mathematics or English or any other language in the College or the School. If they have got the same qualifications, the same University degrees, they must be paid in the same way. I think it is a standing insult and disgrace,

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Mr. C. P. TARAKAN (*Kunnatnad*): മിസ്റ്റർ കുമാരന്റെ മോഷനോട് ഞാൻ പൂർണ്ണമായി യോജിക്കുന്നു. മലയാള ഭാഷയുടെനേരെ ഗവർണ്മെൻറ് കാണിക്കുന്ന അനുഭാവക്കുറവ് പ്രാഥമീകവിദ്യാഭ്യാസം മുതൽ കാളേജ് ക്ലാസുവരെ ഉണ്ടാകുന്നുണ്ടെന്നു കാണുന്നതിൽ വളരെ ദുഃഖിക്കേണ്ടിയിരിക്കുന്നു. കാളേജിൽ പ്രൊഫസറന്മാർക്കുള്ള ശമ്പളം വളരെ അധികമാണെന്നതിനെ സംബന്ധിച്ചു ഗവർണ്മെൻറും ഡിപ്പാർട്ടുമെൻറധികാരിയും പറയുന്ന മറുപടി ഈ വിഷയത്തിൽ ലായർമാർ മുതലായവരൊട്ട മത്സരിക്കേണ്ടിയിരിക്കുന്നു എന്നും അതിനാൽ ശമ്പളം കുറവായിരുന്നാൽ യോഗ്യന്മാരായ ആളുകളെ പ്രൊഫസർ സ്ഥാനത്തിന് ലഭിക്കുകയില്ലെന്നും ഇവിടെ കൂടുതൽ ശമ്പളം കൊടുക്കാത്തപക്ഷം എല്ലാവരും ബ്രിട്ടീഷിൻഡ്യയിൽ പോകുമെന്നും ആണ്. മലയാള ഭാഷ സ്വീകരിച്ചു ഗ്രാഡ്വേറ്റായിവരുന്ന ആളുകൾക്കു ശമ്പളക്കൂടുതൽ കൊടുക്കാത്തപക്ഷം ബ്രിട്ടീഷ ഇൻഡ്യൻയിൽ പോകും അല്ലെങ്കിൽ പാണ്ടിയിൽ പോകും എന്നുപറയത്തക്കവണ്ണമുള്ള ധിക്കാരം അവക്കില്ലാത്തതു കൊണ്ടുമാത്രം അവരോട് അനുഭാവക്കുറവുകാണിക്കുന്നത് വളരെ സങ്കടമാണെന്നും ഈ അനുഭാവക്കുറവു വളരെ നാൾ സഹിച്ചുകൊണ്ടിരിക്കാൻ ഈനാട്ടുകാർക്കു ശക്തിയില്ലെന്നും അറിയിച്ചു കൊള്ളുന്നു.

Mr. T. KUMARA PILLAI (*Kalkulam cum Vilavankód*): നാട്ടു വിദ്യാഭ്യാസത്തിനോട് അധികൃന്മാർ ശരിയായ അനുഭാവം കാണിക്കുന്നില്ല എന്നുള്ള സങ്കടം പൊതു ജനങ്ങളുടെ ഇടയിൽ ധാരാളമുണ്ടെന്ന് എനിക്കു അറിയാം. അതിനെ സംബന്ധിച്ചു വേറെ ഒരു മോഷൻ കൊണ്ടുവന്നുസംസാരിക്കാൻ ഉദ്ദേശിച്ചിരിക്കയാണ്. കാളേജിലുള്ള വിഷയങ്ങളായ ബീ. എ., എം. എ. മുതലായ പരീക്ഷകൾ പാസായാൽ അവക്കു കൂടുതലായി ശമ്പളം കൊടുത്തു വരുന്നുണ്ട്, എന്നാൽ ഭാരതീയ ഭാഷയിലുള്ള ബീ. എ., എം, എ. ഈ പരീക്ഷകൾ ജയിച്ചാൽ ശമ്പളം കൊടുക്കുമ്പോൾ ഒന്നാമതായി നോക്കുന്നതു ശമ്പളങ്ങളെ കുറയ്ക്കുന്നതിനാണ്. ഇത് ഈ രാജ്യത്തെ ഭാഷയുടെ അഭിമാനക്ഷയത്തെ ആണ് സ്ഫുരിപ്പിക്കുന്നത്. അല്ലാതെ ഒരാൾക്കു ശമ്പളം കുറഞ്ഞുപോയി എന്നോ ഉദ്യോഗം കൊടുക്കുന്നില്ലെന്നോ അല്ലാ ഇതിൽ നിന്നു തെളിയുന്നത്. ഈ രാജ്യത്ത് മാതൃഭാഷയായി സ്വീകരിച്ചിരിക്കുന്ന ഭാരതീയ ഭാഷയോട് കാണിച്ചുവരുന്ന പക്ഷപാതമായിട്ടാണ്, അല്ലെങ്കിൽ ചിറ്റമ്മ സ്ഥാനമായിട്ടാണ് കരുതുന്നത്. ഇത് ഒരിക്കലും ഉചിതമായ പ്രവൃത്തി അല്ലാ.

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MR. K. I. JOSEPH (*Minachil* cum *Devikulam*) : ബ്രിട്ടീഷ് ഇൻഡ്യയിൽ ശമ്പളം കുറച്ചാൽ ഇവിടെയും കുറക്കാമെന്നാണൊ പറയുന്നത്?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*) അതിനു അു ക്ഷേപം മില്ല. ശമ്പളക്കൂടുതൽ വേണമെന്നു പറയുന്നത് അവരുടെ ശമ്പളക്കുറവുകൊണ്ടാണു. ശമ്പളക്കൂടുതൽ ചോദിക്കുന്നത് മറുള്ളവരുടെ ശമ്പള തോതിനെ അനുസരിച്ചാണ്. അതുകൊണ്ട് അങ്ങിനെ അുക്കുന്ന പക്ഷം അതിന് യാതൊരാക്ഷേപവും ഇല്ലാ. അതിനോടു ഞാൻപൂർണ്ണമായിയോജിക്കുന്നു.

MR. N. KUMARAN (*Nominated*) : I confess that I am not convinced by the arguments either of Mr. Stephenson or of Mr. Rangaswami Aiyangar, that the distinction that is being maintained is justifiable. Mr. Stephenson, however, agreed that he would go into the whole question especially with respect to the Pandits of the Arts College though it was not the motion. In view of the promise he has made in respect of the Pandits of the Arts College, there is no reason for him, I think, why he should not give the same consideration to the Pandits of the Science College. His argument seems to be that there is no work for the Pandits in the Science College for being paid the same scale as the Demonstrators in the same College. As has been pointed out by my friend Mr. A. K. Pillai, it cannot be said that they are engaged as piece-workers as we find in some other departments of Government, as for instance, in the Government Press. I think it is an explanation which ought not to have come from the head of the Education Department—a Department which employs the largest number of officers in the State. Further as a person who is engaged in turning out any number of graduates through his Department every year, he ought to be more jealous of their status and emoluments, especially in his own Department. If, as was suggested by my friend, the difficulty lies in their being called Pandits, it would be open to him to change their name and call them Tutors. There are several other motions which we have to consider and therefore I do not wish to talk further on this motion. I press it.

MR. J. STEPHENSON (*Director of Public Instruction*) : Sir, first of all, I must protest against any idea that I sought to justify the present pay of the Pandits when I said that they could be got for the money. I was asked to explain how it was that the Pandits did get less than the Tutors. There was no doubt that what I gave was an impartial explanation and I believe I have shown that I was not justifying the pay of the Pandits by saying that I would consider the whole matter. I would however point out that, as regards the Science College, I think the arguments that have been adduced are not quite sound. I do not see how I could change my opinion as regards the Pandits there. As I said,

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just as difference of pay is recognised for different grades of teachers,—the Vernacular teachers get a certain amount of pay, and English teachers a higher pay and the teachers in the Colleges a pay which is higher still,—, so, as the standard of the teaching in the Science College as regards the vernacular language only goes to the Intermediate stage, it seems to be reasonable that the minimum pay fixed for the appointments of those teachers should be less than the pay of the teachers who have to teach the B. A. classes. With regard to the Pandits of the Arts College who have to teach the B. A. classes, the matter will be considered. If Mr. Kumaran, with this assurance, will withdraw the motion, then I think I have nothing more to say.

MR. N. KUMARAN (*Nominated*): I have already said that I press the motion.

PRESIDENT: As far as I have been able to make out from this discussion, the whole question turns upon this: Should all men who are equipped with the same qualifications get the same pay? That is rather a surprising proposition to be brought forward. I always thought that a man is paid not only in proportion to his attainments, but also in proportion to the responsibilities placed upon him and in proportion to the results he is able to show of his work. Apparently the Pandits, who are in question, come in for a smaller range of pay because the responsibilities imposed upon them are less and the results they are required to show are not of the same exacting nature as in the case of the other Tutors. It may be so or it may not be so. Possibly also, it has never been considered that Pandits should receive as much pay as the Tutors. In earlier years, Malayalam *Munshis* were paid less, though possibly they were more learned in Malayalam than the corresponding higher paid *Munshis* now; probably because, as Mr. Stephenson suggested, there are more people offering themselves for the appointments of Pandits. In any case, I do not think you can expect a man who does two or three hours' work a day in a lower class to get the same pay as the man who has to turn out more work, a man with an Honours Degree in Science, for example. You have got to remember that custom regulates these things as I said; and the difference is a relic of an old arrangement. However, Mr. Stephenson says that he will consider the whole question; and you can take it from me that, if Mr. Stephenson is prepared to undertake a re-examination of the whole question, I shall certainly authorise him to go on with the undertaking.

MR. N. KUMARAN (*Nominated*): In view of the assurance given by the Chair, I withdraw the motion.

PRESIDENT: May I take it that the House permits the motion to be withdrawn?

The motion was, by leave, withdrawn.

Motion 152.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*). Sir, motion No. 152 raises the identical question that has just now been discussed in the House. Therefore I am not making that motion.

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The following motion was not moved :—

MR. P. K. NARAYANA PILLAI .

152 To reduce the allotment of Rs. 70,705 for His Highness the Maha Rajah's College of Science by Rs. 100.

Motion 153.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Sir, I wish to make the following motion:—

153. To omit the allotment of Rs. 500 for travelling allowance.

I cannot really understand why this is provided for. So far as I know, Professors have not to travel. No other person, like the Tutor or any other officer, has to travel. I have had some experience in the College both as a student and as a Tutor; and as such without understanding what the object of this particular item is, I cannot persuade myself to allow the Budget to that extent.

MR. J. STEPHENSON (*Director of Public Instruction*) : Sir, the sum of Rs. 500 in the Budget has no explanation, at least has no explanation on the printed page. It is provided with two objects. The first is to provide a fund for the staff of the Natural Science Department, Lecturers and peons, so that they can go about the country collecting botanical and zoological specimens. The Lecturers sometimes go into the country on holidays and on Saturdays collecting specimens and this sum is provided to meet the expenditure of those who go about on tour.

MR. K. K. THOMAS (*Kottayam*) : Does it include the expenses incurred by the students also who go about touring?

MR. J. STEPHENSON (*Director of Public Instruction*) : It does not.

MR. K. K. THOMAS (*Kottayam*) : Then I fail to see the reason why it should be provided in the Budget.

MR. J. STEPHENSON (*Director of Public Instruction*) : Another sum of Rs. 500 is provided for expenses in that connection. Then also, provision has to be made for the occasional transfers of teachers to the College of Science. In the College of Science, there are acting teachers who have been transferred there, for temporary work, from the English Schools and when they go on transfer their travelling allowance has to be met from the funds in the College of Science. That is why this sum of Rs. 500 is provided.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Last year, only Rs. 300 was provided.

MR. J. STEPHENSON (*Director of Public Instruction*) : Then I think no part of the money was spent since no transfer of a Tutor took place.

Rs. 300 is the revised estimate, seeing that very little was spent early in the year. I think the amount is necessary. I think the House will agree that, if you are going to have a Natural Science Department in the College of Science, you must have a Museum containing specimens. There are two ways in which the specimens for the Museum

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can be obtained by the Professors on the staff. These are by the purchase of specimens from other parts of India or Europe and by collection of specimens from the country itself.

MR. C. P. THOMAS (*Nominated*) : May I know how much was spent in 1099 on this account ?

MR. J. STEPHENSON (*Director of Public Instruction*) : I really do not know. The Budget estimate does not give any information. As a matter of fact, I only got this motion last night, or I might have obtained more information.

MR. C. P. THOMAS (*Nominated*) : It is not seen in the Budget.

MR. J. STEPHENSON (*Director of Public Instruction*) : I have no information.

As to the way in which the money was spent in 1099, I may say that most probably nothing was spent on the tours of Lecturers. I think this to be most likely. Anyhow, I am not sure on the point.

MR. K. GEORGE (*Financial Secretary to Government*) : Last year the allotment for the two Colleges together was Rs. 1,000.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : I think the allotment was Rs. 500 for the Science College and Rs. 500 for the Arts College. This I understand. But what about the foot-note on page 85 : "Includes Rs. 500 for contribution to excursion fund" ?

MR. K. GEORGE (*Financial Secretary to Government*) : That is for office expenses and miscellaneous. This includes the sum of Rs. 500 for excursion.

MR. J. STEPHENSON (*Director of Public Instruction*) : There are two different items. The item that we have been discussing is for the collection of specimens. It is done by the staff. The other Rs. 500 is a new item for contribution to the excursion fund for students of Botany and Zoology, subjects which cannot be completely taught in the class-room. For, in the case of Botany and Zoology, the students can be given complete instruction only if they see objects in their natural environments. The students will be taken out into the inland country, to the sea and the backwaters to observe the life going on there. That is the idea. The Tutors will also accompany the students ; and a part of the expenses of the students will be met out of this Rs. 500 which is provided for excursions.

MR. K. K. THOMAS (*Kottayam*) : Even after hearing Mr. Stephenson at length, I am not quite convinced of the absolute necessity for this Rs. 500 provided for the travelling allowance of the Professors. At the first stage, I expected that the expenditure of the students will also be met out of this Rs. 500. But then it is clearly seen that Rs. 500 is separately provided for excursion funds alone. As it is seen that excursion for seeing specimens in the natural state is done in Travancore alone, I think that Rs. 500 is too much under the circumstances. So I support the motion of Mr. P. K. Narayana Pillai.

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): On hearing Mr. Stephenson, I think, in the noble cause of the advancement of science, I may surrender the motion to Mr. Stephenson. I withdraw the motion.

PRESIDENT: May I take it that the House permits the motion to be withdrawn?

The motion was, by leave, withdrawn.

Motion 154.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I beg to move the following motion:—

165. To reduce the allotment of Rs. 6,315 for books and periodicals by Rs. 3,000.

Sir, lower down in the agenda paper, you will see a motion for the nominal reduction of Rs. 100 from the allotment for Vernacular Education tabled by me. That was tabled for the purpose of discussing the question of the pay of the Vernacular School teachers. Now, if I made any proposal for raising the pay of the Vernacular School teachers without at the same time suggesting the means for it, Mr. George would regard that criticism as merely destructive and not constructive. I have therefore tried my best to find out means of retrenchment in the allotments for Education and especially in English education, both high school and collegiate. I have proposed several reductions in specific items amounting on the whole to nearly Rs. 70,000. The motion which I have now placed before this House is the first of those items.

The Budget allots Rs. 6,315 for books and periodicals in the Science College. Of course, I do not say that books and periodicals are not necessary, but it appears to me that, in view of the urgent necessity for retrenchment under collegiate education, this amount at any rate cannot be said to be so very urgent or one which could not be distributed at least over two or three years. The allotment for the next year could be reduced certainly by Rs. 3,000, even though it will leave only an amount of Rs. 3,315 for books and periodicals in the Science College. I think that Rs. 3,315 is a substantial amount and that Mr. Stephenson will be satisfied with that amount for the year 1101. With these few words, I propose the reduction.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, if Mr. K. Paramesvaran Pillai had proposed a reduction of Rs. 3,000 in an ordinary year, I think the remaining sum of Rs. 3,315 would be quite sufficient for the Science College. But the next Malabar year—this academic year—is not going to be a normal year in the life of the College.

In the first place, an Honours class in Mathematics has been instituted this year, and we should provide the necessary material and an adequate library. These have to be very considerably strengthened. In the natural Science Department, the Senior B. A. class has been started this year. The library there is not quite up to the mark; so that special provision has to be made for the Natural Science Department and also for the Mathematics Department.

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Then it should also be remembered that, during the last year, the strength of the College rose from 682 to 870, *i. e.*, by very nearly 200 students. That means, especially in the English branch, that duplicate copies of books have to be obtained; otherwise students will not be able to find the Library books that they most need.

Thus, there are three special grounds this year why the allotment should be more than ordinary. The first is the opening and starting of the Mathematics Honors chair. Secondly, there is the fact that the Natural Science library is not up to the mark; and thirdly the strength of the College has gone up by 200 more students this year. I may add—

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know how much of the money is intended for books and how much for periodicals?

MR. J. STEPHENSON (*Director of Public Instruction*): The College applied for a grant of Rs. 7,565, of which Rs. 6,315 only appears in the Budget under the item—periodicals and books for the Science College. Out of the proposed amount of Rs. 7,565, it was proposed to spend Rs. 450 on periodicals. If the Government passes the grant of Rs. 6,315 only, the grant for periodicals may have to be proportionately reduced. It was proposed to distribute the sum of Rs. 7,565 originally estimated, in the following manner:—

English Department	...	Rs. 800,
Mathematics Department	...	Rs. 1,500,
Chemistry ,,	...	Rs. 1,500, (the amount is greatly increased because of the increase in the number of students in the Senior B. A. Class).
Physics Department	...	Rs. 500,
Natural Science Department	...	Rs. 2,750,
Dravidian Languages	...	Rs. 50, and
Sanskrit Department	...	Rs. 50.

As I said, the college applied for a much larger grant to meet the extraordinary circumstances of this year; and I hope the House will agree that Rs. 6,315 is not too much.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Sir, I am not convinced by the reasons given by Mr. Stephenson for demanding such a large amount as Rs. 6,315 for one year. No doubt, the Mathematics Honors course might have been instituted this year and more books might be wanted. But these library books are not of any great value, I don't mean their intrinsic value but their price and therefore, I think a certain amount can be reduced from the allotment for each of these departments like the Mathematics, Science and English Departments. For the next year, I think a sum of Rs. 3,300 will be quite ample to meet the actual requirements. Probably, it may not make a very splendid library. But, nevertheless, it will do for a working library. I

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[Mr. Changanachery K. Paramesvaran Pillai.]

think they can start with a working library for the next year. Of course, Mr. Stephenson will come up with another demand for the library next year and this House will certainly consider then as to whether that motion is necessary. As these reductions are made with a purpose, I press the motion to the vote of the House.

MR J. STEPHENSON (*Director of Public Instruction*): Sir, I have very little to add to what I have already said. The books are necessary. They are necessary largely on account of the increase in the number of students in the College. The increase in the number of students in the College is due to a very persistent demand for more admissions in the College. With the large number of students in the College, they cannot get proper education unless we provide the materials. I do not think these demands are at all exorbitant, considering the fact that there are 200 students more, Honors Courses in the Mathematics Department and an undeveloped Natural Science Department.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I press the motion.

The motion was put to the vote of the House and declared lost.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I demand a poll.

The House divided as follows:

AYES—17.

1. Mr. K. I. Joseph.
2. ,, C. P. Kochukunju Pillai.
3. ,, A. K. Pillai.
4. ,, N. Kumaran.
5. ,, T. Kumara Pillai.
6. ,, Tariatu Kunjitomman.
7. ,, K. Madhavan Pillai.
8. ,, Kallur Narayana Pillai.
9. ,, M. N. Pillai.
10. Mr. A. J. John.
11. ,, R. Padmanabhan.
12. ,, Changanachery K. Paramesvaran Pillai.
13. ,, G. Raman Menon.
14. ,, K. Sivarama Panikkar.
15. ,, M. Sivatanu Pillai.
16. ,, C. P. Tarakan.
17. ,, K. K. Thomas.

NOES—23.

1. Mr. I. C. Chacko.
2. ,, J. B. Cook.
3. ,, R. Dhanukoti Pillai.
4. ,, K. George.
5. ,, N. V. Joseph.
6. ,, S. Gnana Joshua.
7. Dr. N. Kunjan Pillai.
8. Mr. X. G. Lopez.
9. ,, K. C. Mammen Mappillai
10. ,, T. J. Matthew.
11. ,, K. Narayanan Pandalay.
12. ,, K. V. Natesa Aiyar.
13. ,, N. Nilakanta Pillai.
14. Mr. Kayalam Paramesvaran Pillai.
15. ,, W. H. Pitt.
16. Mrs. M. Poonen Lukose.
17. Mr. T. P. Ramasubba Aiyar.
18. Rao Bahadur K. V. Rangaswami Aiyangar.
19. ,, S. C. H. Robinson.
20. ,, J. Stephenson.
21. ,, V. Subba Aiyar.
22. ,, C. P. Thomas.
23. ,, A. J. Van Ross.

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NEUTRALS—3.

1. Mr. C. Kerala Varma Koil Tampuran.
2. ,, S. Subrahmanya Karayalar.
3. ,, M. Subrahmanya Pillai.

The motion was declared lost, 17 voting *for*, 23 voting *against* and 3 remaining *neutral*.

Motion 155.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Sir, I move the following motion:—

155. To reduce the allotment of Rs. 42,600 for laboratory charges by Rs. 12,600.

Of course, I do not want to waste the time of the Council. The object with which this motion has been made was already explained by me, namely, to provide means for improving the pay of the Vernacular School teachers. Now Rs. 42,600, I think, is certainly a large amount to provide for laboratory equipment for one particular year. As I have already submitted, this amount could certainly be distributed over two or three years. I have only asked for a reduction of Rs. 12,000 out of this Rs. 42,600; and still there is a very substantial amount of Rs. 30,600 which remains. I think that must be quite sufficient for the next year and I hope that the Director of Public Instruction will accept this cut.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I must oppose this motion too. The arguments I have to use are very much the same as those I had to use in support of the library grant. This amount of Rs. 42,600 seems rather a large amount. As a matter of fact, it is larger than the ordinary amount required every year. Just as in the case of the library grant, Mr. Paramesvaran Pillai has here, I think, just hit upon that reduction which would bring the sum down to an amount which would be sufficient for an ordinary year. But, as I said, this year is *not* an ordinary year. The number of students, as I said, has increased by 200. That means we must provide extra equipment, because, if the laboratory work is to be of any use at all, it must be done by the individual students.

MR. K. I. JOSEPH (*Minachil cum Devicolam*): May I know the total number of science students in the college?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not understand what the member means by science students.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I know the amount spent last year and the number of students then?

MR. J. STEPHENSON (*Director of Public Instruction*): I have not got the figure and the budget also does not give it. But, as a matter of fact, the number of students has been increasing from year to year. For the last eight years, there has not been any year when the number of students did not increase and that considerably.

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MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know the number of science students in the college?

MR. J. STEPHENSON (*Director of Public Instruction*): All the students in the College of Science, except the Mathematics Honors students, do some science work in their college course. That is, out of 870 students, about 855 will be doing science work.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know at least the approximate number?

MR. J. STEPHENSON (*Director of Public Instruction*): It is 870 less the number in the Mathematics Honors Course; and that, I think, may come to about 10 to 15, but I am not quite sure. So, there are more than 850 students doing science work. There are three departments to be provided for—the Physics Department, the Chemistry Department and the Natural Science Department. The number of students in all these departments has increased. The strength of the Natural Science Junior B. A. class has been increased from 20 to 36 this year and that alone will require an expenditure of five to ten thousand rupees because the apparatus required in the Natural Science Department is very expensive, the main item being microscopes. One has to be provided for each B. A. student.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Was that not provided for in the last year's budget, the purchase of twenty microscopes?

MR. J. STEPHENSON (*Director of Public Instruction*): It was not provided for in the last year's budget. Last year there was a strength of 20 in the Junior B. A. class. It has gone up to 36 this year. Though it was found not possible to provide for them, owing to the large demand they have been admitted. I say, even with that large number of students, if once we get the necessary apparatus on account of the increase, then the allotment required for the coming years will fall very considerably.

As for Mr. Paramesvaran Pillai's suggestion that we should take less than that this year and get this grant by instalments during three years, I have only to say that there are students now in the college who must be provided with apparatus. What apparatus we get now will be useful for the coming years also and so, to that extent, this grant, if sanctioned, will not come up next year. This is not the case as regards perishable articles that are destroyed, chiefly in the Chemistry department, for which we shall have to make a yearly provision.

MR. A. K. PILLAI (*Karunagapalli*): Sir, the elaborate explanations which Mr. Stephenson gave in respect of the Physics Laboratory and Chemistry Laboratory were not to the point. The central point of the motion was this—should we starve Vernacular education and pamper English education? That was the whole point and that point has been deliberately missed. Sir, as the mover has pointed out in clear and unambiguous terms, his object was to say that we can profitably reduce

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the expenditure on such and such items and spend a part of that for the most urgent and immediate necessity of paying the much-starved vernacular school-masters. On the one side, we are famishing Vernacular education and people who are engaged in that. On the other side, we are trying to carry English education to the point of perfection. Where is the justice? That is the whole question; and I am sure that that question will remain and the similar motions will come again and again. It does not at all matter whether these motions are defeated or carried, but I am sure these will be the eye-opener of the country.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): Sir, I am glad that, in supporting the attempts of Mr. Changanachery Parameswaran Pillai, suggesting a somewhat dubious means for achieving a most laudable scheme, we have had a noteworthy and definitive statement from Mr. A. Krishna Pillai. Mr. Krishna Pillai has brought the question to a definite issue. He has suggested an antagonism between the expenditure on the improvement of Vernacular education and the money which is expended on Colleges. If I understand Mr. Krishna Pillai aright, even the very cost of maintaining the minimum efficiency of the latter is so much taken away from the necessary improvement of Vernacular education. I am aware of this time-honoured fallacy that advancement of the interests of one side of education must necessarily be at the expense of another side of education. What I cannot understand is how the advancement of collegiate education could be regarded as retarding Vernacular education or its legitimate development. This is one of the points, which has been threshed out before in this House. I do not want to go into a question which I have had to discuss elsewhere. I would only request Mr. A. K. Pillai to refer to page 125 of the Travancore University Committee's Report, on which this question is stated and discussed not as *obiter dicta* of the University Committee but in the light of the views of a certain number of authorities entitled to be heard with respect. In the Madras Legislative Council also, when the motion for the reform of the Madras University came up, the same question was discussed in 1922. The Hon'ble Mr. M. C. Rāja made a statement of this kind, and was answered by a series of speakers led by Mr. C. R. Reddy who urged the conclusion that there was no antagonism between the two types of education. We undoubtedly want to improve Vernacular education. We are, all of us, full of sympathy for anything that can be done to improve the condition of our Vernacular education. But, what I cannot understand is that we can improve Vernacular education *only* by starving or by reducing the efficiency of our collegiate institutions. I cannot at all admit that there is any equity in minimising the efficiency of a certain number of institutions, wherever possible, for the purpose of providing something most praiseworthy in another direction. The two grades are, in my opinion, connected. It is not at all a correct and valid argument to say "We must find some funds *somewhere*, because Mr. George will blame us and say that without first finding the proper funds we want to spend more; therefore, it is necessary that we should lay our hands on whatever we

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[Rao Bahadur K. V. Rangaswami Aiyangar]

can lay our hands on, and if it is a question of reducing laboratory charges or grants for library books or benches and the necessary furniture for collegiate education or anything of the kind, the reduction *must* necessarily be made, in order to improve the conditions of Vernacular education." To fortify all these fallacious statements, it is further argued that the expenditure on collegiate education is to be regarded as something amounting to a luxury as compared with the expenditure on Vernacular or elementary education. This is a proposition that I cannot grant. It has not been granted, so far as I know, by any responsible authority, that there is *any* antagonism between the two. The two *are* connected. It is the setting forth of a supposititious rivalry between the two that is responsible for a great deal of harm which has been done here and elsewhere to the cause of collegiate education on the one side as well as the Vernacular education on the other. If anybody had suggested that collegiate education is very good for the country and that, therefore, we should go on with it at any cost, and starve the Vernacular School teachers still further, there would then have been a very great clamour, and certainly, a very natural and just clamour. I would only ask the members on the other side, to view the present motion from this standpoint, and to think of improving Vernacular education as much as English education and not attempt to cut down the expenditure for collegiate education for the purpose of providing what is considered as necessary in another direction, for Vernacular instruction.

MR. C. P. TARAKAN (*Kunnatnad*): മലയാള വിദ്യാഭ്യാസത്തിന്റെ നേരെയുള്ള മിസ്റ്റർ രങ്കസ്വാമിഅയ്യങ്കാരുടെ സഹതാപ പ്രദർശനം കൊണ്ടു മാത്രം തൃപ്തിപ്പെടുവാൻ നിവൃത്തിയില്ല. മലയാള ഭാഷാഭ്യസനത്തിനു പണം ചിലവാക്കുന്നത് അദ്ദേഹത്തിനു സന്തോഷമാണെന്നതാണറിഞ്ഞത്. എങ്കിലും അതിനുള്ള വഴിയുണ്ടാക്കുന്നതിനു ശ്രമിക്കാൻ പോലും അതും താഴ്ത്തിയിട്ടുള്ളതായി ഇതുവരെ കാണപ്പെട്ടിട്ടില്ല. കാളേജ് വിദ്യാഭ്യാസം സംബന്ധിച്ചുള്ള ചിലവു വളരെ അധികമാണെന്നും അതുകുറയ്ക്കണം എന്നും മെസ്സേഴ്സ് പരമേശ്വരൻപിള്ള, ഏ. കെ. പിള്ള മുതലായവർ പറഞ്ഞ അഭിപ്രായത്തോടു ഞാനും യോജിക്കുന്നു. കാളേജ് ക്ലാസുകളിലുള്ള ബഞ്ചും കസേരയും കുറയ്ക്കുന്നതിനപോലും ഞങ്ങൾക്കയാതൊരുവിരോധവുമില്ല. കാളേജ് വിദ്യാർത്ഥികളുടെയും പ്രൊഫസർമാരുടെയും സുഖസൌകര്യങ്ങൾ എത്രത്തോളം കുറയ്ക്കാൻ സാധിക്കുമോ അത്രത്തോളം കുറയ്ക്കണമെന്നാണു പൊതുജനങ്ങളുടെ ആഗ്രഹവും അഭിപ്രായവും. അതിനെ കുറിച്ചു പ്രാഥമീക വിദ്യാഭ്യാസം സംബന്ധിച്ചുള്ള ചിലവു നിവൃത്തിയുള്ളിടത്തോളം വർദ്ധിപ്പിക്കേണ്ടതു എത്രയും അത്യാവശ്യമാണ്. ഫിനാഞ്ചിയൽ സിക്രട്ടറി 8 ലക്ഷം രൂപാ മിച്ചം വ

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ച്ചിരുന്നിട്ടും ആയതു പ്രാഥമീക വിദ്യാഭ്യാസം വർദ്ധിപ്പിക്കുന്നതിലെക്ക ചിലവാക്കാതിരുന്നതും ന്യായരഹിതമാണെന്നു പറയാതിരിക്കാൻ നിവൃത്തിയില്ല.

MR. K. I. JOSEPH (*Minachil cum Devicolam*): Sir, the Financial Secretary in his speech said that the Government is not going to increase the expenditure that is being incurred at present on Education. Sir, most of the members on this side feel the extreme necessity for increasing the pay of the Vernacular School teachers. In this case, Mr. Paramesvaran Pillai has brought forward a suggestion that, if some portion of the allotments to collegiate education, such as the allotment for the library, laboratory and other items, can be cut down, some amends may be made in the matter of the pay of the Vernacular School teachers. I very strongly support Mr. Paramesvaran Pillai's motion and think that by having such reductions here and there in the matter of collegiate education, we may be able to do something for the Vernacular School teachers. In my opinion, collegiate education is somehow or other a luxury and primary education is more a necessity for an average man. For the sake of 800 students, if we are to invest a large sum, I think the average poor students will suffer by that. Under these circumstances, I think it is necessary that the amount should be reduced, as suggested by Mr. Paramesvaran Pillai and I support the motion.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Sir, I heard—

MR. N. KUMARAN (*Nominated*): May I know, Sir, what more time is available for the discussion of this demand?

PRESIDENT: 32 minutes more

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Sir, I have heard the arguments on both sides of the House and I have to oppose the motion for this reason and nothing else. I am not at all against any increase of pay being given to the Vernacular School teachers, to the extent of Rs. 5. But I understand from the figures that, if we give at least an increase of one rupee in their pay, the amount will come to a lakh of rupees.

MR. C. P. TARAKAN (*Kunnatnad*): That is not correct, Sir.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): About Rs. 75,000 I think.

MR. C. P. TARAKAN (*Kunnatnad*): Not even that.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Probably Mr. George will be in a better position to speak in regard to that point. Any how, what we are now concerned with is the provision for laboratory charges in the Science College. It is common knowledge that there was a good deal of agitation in the country that admission in the college was very much restricted and that Travancorean pupils were not allowed admission and that they had to go and seek admission elsewhere. With the object of giving them admission, there was a good

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[Mr. V. Subba Aiyar.]

deal of agitation and, if I remember aright, there was a deputation also which waited upon the Government and as a result of it the College of Arts and the College of Science were separated. After the College of Science has been started separately, there have been, as Mr. Stephenson pointed out, more admissions in that College. After having admitted 200 students more, and making them understand that they will be provided separately with chemical, physical and other appliances, is it right, I ask, to tell some students that they should not experiment and that some alone would be allowed to do the same as Government have not provided all of them with the necessary apparatus? So I say it is a matter for serious consideration—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): What is the expenditure per student?

MR. V. SUBBA AIYAR (*Nominated*), (*Deputy President*): Mr. Stephenson said that, from 677, the strength of the College has increased to 877 *i. e.*, by 200 students. He also said that, except 15 students, all the others are doing some sort of scientific work.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I know the expenditure per head of student last year for scientific work?

MR. V. SUBBA AIYAR (*Nominated, Deputy President*): I believe last year it must be less. Anyhow, I do not think Mr. Stephenson was asked about it.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I asked him about it.

MR. V. SUBBA AIYAR (*Nominated*), (*Deputy President*): The point is that they want more money than what was given last year as they have admitted more students. The Natural Science Laboratory is in an undeveloped state as it was started recently, and a special supply of necessary instruments is imperative. There is also the fact that, on account of the increase in admissions, more funds are necessary for other branches of science also. Hence, I do not think we will be justified in cutting down the allotment by Rs. 12,500 and saying that we will provide for it the next year or a year later. Mr. Stephenson has already explained that this is not an ordinary year. It will not therefore be good policy to cut down this item of expenditure, after having admitted a much larger number of students.

MR. T. J. MATTHEW (*Changanacherry cum Peermade*): Sir, the amount proposed to be spent on account of laboratory charges is Rs. 42,600. As it is such a big sum, some explanation as regards the details would have been advisable. Even after being questioned, the Director of Public Instruction has not been able to tell us the amount spent under this item last year. The budget presented before this House also does not show what amount has been spent last year or the

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year before the last. Therefore, I think that the reduction asked for by my friend Mr. Paramesvaran Pillai only errs on the side of being small. Therefore, I support the motion.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) ; Sir, I also support the motion on the ground that the House has not been furnished with the necessary data to decide the point of admissibility of this item. Sir, I have been myself a science student in His Highness the Maha Raja's College and I know what may be approximately expended in connection with the education of a B. A. student in the Chemistry class. While I was a Chemistry student, we were asked to pay an additional amount of half a rupee or so per month for each student in connection with the expenditure of chemicals. Now about an additional number of 200 students have been admitted. What is the sort of the expenditure that is likely to be incurred in connection with the scientific course of these students? As to that, I say we are left in the dark. As to the purchase of microscopes, Mr. Stephenson said only a few would be required. That, Sir, could be appreciated ; but no such statement is forthcoming as regards the other point and the House is simply asked to vote on the demand without knowing the details thereof. Under these circumstances, I am perfectly at one with my friend Mr. Paramesvaran Pillai and hence I support the motion.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*) : Sir, there has been a great deal of misconception in regard to the motion. Mr. Rangaswami Aiyangar seems to think that I wanted to discourage higher education. Far from it. If the funds of the State would permit, I would certainly allot as much money as is available for the encouragement of higher education. But it appears to me that primary education is the paramount duty of the State, and that duty must be adequately discharged before we lavish expenditure on collegiate education. As it is, we are able to provide only 59 or 60 per cent. of boys of school-going population with primary education. Therefore, a great deal has to be done in regard to this matter. What I suggest is that as much money as possible must be reduced from the allotment for higher education and spent in this direction.

Mr. Stephenson remarks that the number of students in the Science College has increased this year. It appears to me, Sir, that a good deal of economy is possible in the expenditure of materials and apparatus for the students of the College. Like Mr. P. K. Narayana Pillai, I was also myself a student in the Chemistry Section of His Highness the Maha Raja's College and I know something about that matter. At the time when I was a student of the College, science was taught only in the B. A. Class and the expenditure per student was about Rs. 22. But, the figure now provided for by Mr. Stephenson works out at the rate of nearly Rs. 50 per student and that is including the equipment required for teaching science in the Intermediate Class, where the materials required are much less than in B. A. Classes. So, on the merits, it appears to me that the amount provided is very excessive and that, by a rigid economy, a sum of Rs. 30,000 might be made to suffice to meet even the increased demand on account of the increase in the number of students.

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RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I know from Mr. Parameswaran Pillai whether the cost of chemicals has remained the same since the time he was a student of Chemistry?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Since the War, the price has considerably gone up. Even after making an allowance for that, I think the amount proposed by me is quite sufficient.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I know when Mr. Parameswaran Pillai was a student in the Chemistry Class?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Twenty-five or twenty-six years ago.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): Is Mr. Parameswaran Pillai aware that the prices of chemicals have gone up by 200 per cent?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I do not think it has gone up by that percentage. Of course, Mr. Stephenson will tell us about it in his reply.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I regret very much that I have not got details of the laboratory charges to be incurred in the College of Science. It was not possible for me to anticipate what motions would be discussed and what motions would not be discussed, out of the total number of 87 motions set down on the paper. I admit, as I have admitted, that the expenditure proposed on laboratory appliances during this year is extraordinary.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): May I know the expenditure per head of the student last year or in the year before the last?

MR. J. STEPHENSON (*Director of Public Instruction*): I cannot say as I have not got the information. Even if I had the information it would not be of use because we are dealing with an abnormal year. It would only be useful if we are dealing with a normal year. As we are dealing with an extraordinary expenditure to meet an extraordinary situation, one will get only a wrong idea if we divided the expenditure by the number of students and used the result as the basis of our calculation. The apparatus which we buy next year, at least some, will be of use in subsequent years, and if we get what we ask for, the expenditure next year can certainly be cut down. I may mention that the College wanted Rs. 67,000, but it was cut down to Rs. 42,000. My estimate of the normal expenditure for 870 students in the College would be Rs. 30,000 per annum.

With regard to the cost of apparatus also, we cannot make any useful comparison between the cost per head during the time when Mr. Parameswaran Pillai was a student and the cost per head now. Roughly speaking, an apparatus costs twice as much as it would have cost during Mr. Parameswaran Pillai's time. I may also say that the teaching of Physics, Chemistry and Natural Science has improved and

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therefore we require improved apparatus. There is much more practical work done now, as will be admitted by Mr. Paramesvaran Pillai himself, than when he was a student.

Sir, I hope the House will not refuse this demand for want of information. I thought the information would not be called for. We have not put up a hurried demand. All the lists of apparatus have been very carefully drawn up and studied. A very big reduction has been made in the amount originally asked for and I can assure the House that the amount now budgetted for is absolutely necessary for meeting our immediate requirements.

Sir, I do not know whether I should refer to the points which Mr. A. K. Pillai stressed. He said that, by saving a little here and by saving a little there, it would be possible to do something for the Vernacular School teachers. I am not against any economy, however small, if the money can be usefully spent in other directions. But, as a matter of fact, that question to my mind does not arise. I think the pay of the Vernacular teacher should be increased and it has been increased within the last ten years, *i. e.*, it has been doubled.

MR. K. K. THOMAS (*Kottayam*): May I know the pay of Vernacular teachers in British India?

MR. J. STEPHENSON (*Director of Public Instruction*): The pay here is better than the pay given in British India.

MR. A. K. PILLAI (*Karunagapalli*): Can the Director of Public Instruction give us their pay?

MR. J. STEPHENSON (*Director of Public Instruction*): I have figures here, and I think I gave figures in the Council last year. I believe I am correct in saying that their salaries are not paid by the Education Department directly, but by the District Boards who are responsible for education. The Rules say:—The following scale of salary is recommended for adoption *when funds permit*. The pay of a teacher is Rs. 8. It also says that the teachers should either be of proved ability or should hold trained teachers' certificate. I do not want to give a wrong impression to the House. The order says further that all trained teachers and approved teachers whose pay is less than Rs. 10 per month should be granted such an allowance as will raise their monthly pay to Rs. 10. Then it goes on—

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know the comparative cost of living in British India and in Travancore?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not know. Then it goes on to say:

"Each trained teacher will be eligible for a share of a capitation allowance on the average daily attendance at the rate, where funds permit, of Re. 1 per head for boys and Rs. 2 in the case of girls."

Taking 36 as the average attendance, a teacher's salary, *if funds permitted*, will be raised by Rs. 3 per mensem.

The salary in Travancore as against that figure is Rs. 14 in the case of untrained teachers and Rs. 15 in the case of trained teachers.

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MR. A. K. PILLAI (*Karunagapalli*): Does not Mr. Stephenson know that the grant-in-aid school master gets only Rs. 7 and as. 8?

MR. J. STEPHENSON (*Director of Public Instruction*): Although the department takes great interest in the pay of the teachers in aided schools, it is not responsible for the actual payment.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): The grant of Rs. 8 made by the British Government, which Mr. Stephenson referred to, is it the actual pay of the teachers?

MR. J. STEPHENSON (*Director of Public Instruction*): "The following scale of salaries is recommended ....if funds permit"; that is the wording of the rule.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): My question is whether the Rs. 8 is intended as the grant for the local bodies or as the actual pay of the teachers.

MR. J. STEPHENSON (*Director of Public Instruction*): It says "The following is the scale of salaries... ....". Reference is made only to the salary and not to the grant.

MR. C. P. TARAKAN (*Kunnatnad*): Does he know the minimum salary in Cochin?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not know.

MR. C. P. TARAKAN (*Kunnatnad*): It is more than what we have in Travancore.

MR. A. K. PILLAI (*Karunagapalli*): Is Mr. Stephenson aware that, in British India, an allowance is paid over and above the fixed salary?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes, the allowance comes to about Rs. 3 per mensem.

MR. A. K. PILLAI (*Karunagapalli*): So, on the whole it works up to Rs. 11 per mensem?

MR. J. STEPHENSON (*Director of Pubic Instruction*): Yes.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I draw the attention to the time limit, Sir.

MR. J. STEPHENSON (*Director of Public Instruction*): The question, of the pay of the Vernacular School teachers has been considered by Government and it has been raised to a considerable extent. The last increment was made only as lately as 1922 on the recommendation of the Salaries Committee and the Education Expenditure Committee. At that time, the monthly salary of the lowest paid teachers was increased by Rs. 2. At the same time, the allowance given to Headmasters was also raised.

Now, Sir, this is a motion for the reduction of the allotment for science apparatus for the College of Science and—

PRESIDENT: Your time is up.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I press it to a division.

The motion was put to the vote of the House and declared lost.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I demand a poll.

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A poll was taken with the following result :—

AYES—19.

1 Mr. P. Habeeb Mahomed.
2 ,, K. I. Joseph.
3 ,, C. P. Kochukunju Pillai.
4 ,, A. K. Pillai.
5 ,, N. Kumaran.
6 ,, T. Kumara Pillai.
7 ,, Tariatu Kunjitomman.
8 ,, K. Madhavan Pillai.
9 ,, T. J. Matthew.
10 ,, Kallur Narayana Pillai.
11 Mr. P. K. Narayana Pillai.
12 ,, M. N. Pillai.
13 ,, A. J. John.
14 ,, R. Padmanabhan.
15 ,, Changanachery K. Parameswaran Pillai.
16 ,, G. Raman Menon.
17 ,, Kattikat Sivarama Panikkar.
18 ,, M. Sivatanu Pillai.
19 ,, C. P. Tarakan.

NOES—24.

1 Mr. I. C. Chacko.
2 ,, R. Dhanukoti Pillai.
3 ,, K. George.
4 ,, S. Gnana Joshua.
5 ,, C. Kerala Varma Koil Tampuran.
6 Dr. N. Kunjan Pillai.
7 Mr. X. G. Lopez.
8 ,, K. Narayanan Pandalay.
9 ,, K. V. Natesa Aiyar.
10 ,, N. Nilakanta Pillai.
11 ,, Kayalam Paramesvaran Pillai
12 ,, W. H. Pitt.
13 Mrs. M. Poonen Lukose.
14 Mr. T. P. Ramasubba Aiyar.
15 Rao Bahadur K. V. Rangaswami Aiyangar.
16 Mr. S. C. H. Robinson.
17 ,, J. Stephenson.
18 ,, A. J. Van Ross.
19 ,, J. B. Cook.
20 ,, N. V. Joseph.
21 ,, V. Subba Aiyar.
22 ,, S. Subrahmanya Karayalar.
23 ,, C. P. Thomas.
24 ,, K. K. Thomas.

NEUTRAL—1.

Mr. M. Subrahmanya Pillai.

The motion was declared lost, 19 voting *for*, 24 *against*, and 1 remaining neutral.

Motion 156.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Sir, I beg to make the following motion :—

156. To reduce the allotment of Rs. 3,000 for purchase and repair of furniture by Rs. 1,500.

I think this is a very large amount for purchase and repair of furniture. Of course, Mr. Stephenson's reply will be that 200 students more have joined the College and that therefore more furniture is required. Even at that rate, I think it comes to about Rs. 15 per student for the purpose of additional furniture. I think it is certainly too much. Even now the College is not wanting in furniture, and Mr. Stephenson must be able to accommodate the new students with the furniture that he has already got. An additional allotment of Rs. 1,500, I think, would be quite sufficient to meet the requirements of the new students. I therefore, move that the allotment be reduced by Rs. 1,500.

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MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I regret very much that I have to oppose this motion too. Mr. Paramesvaran Pillai, I am glad to say, anticipated one part of my argument, *viz.*, the increase in the number of students. If students are admitted, I suppose it is necessary that the required furniture, desks, benches and working tables, should be provided. But it is not the increase in the number of students so much as the fact that the increase happens to be in those departments where a good deal of furniture is found necessary. Admission in some of the departments does not call for any extra provision for furniture. But, in other departments, it does. For instance, this year we have one new class, an entirely new class, *viz.*, the first year Honours class in Mathematics. That class, of course, will have to be provided with a class room, desks, benches and a black-board. Then, again, in the Junior B. A. class of the Natural Science Department, the number of students has increased from 20 to 36, and each of the 16 new students has to be provided in the B. A. laboratory, with a bench, a working table and a stool to sit on. Next year I anticipate that the recurring expenditure for the repair of furniture will be something less than Rs. 1,000. But, for this year we certainly require Rs. 3,000. Rs. 1,000 is considered to be necessary for the first year Mathematics Honours class and the other Rs. 2,000 is actually required in the Natural Science Department. I am sorry that Rs. 1,500 will not be enough. Personally, I am quite convinced of the necessity for the allotment, and I hope that such arguments, as I have had to bring forward, will have convinced the House also.

MR. K. I. JOSEPH (*Minachil cum Devicolam*): I also oppose the motion. Because the students are paying fees, sufficient convenience, in the matter of furniture, should certainly be provided for them. After all, the amount of Rs. 3,000 is not much, considering the fact that there are 200 new students. In these circumstances, I think, the amount asked for is only reasonable, and so, I oppose the motion.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I do not press the motion.

The motion was, by leave, withdrawn.

Motion 157.

The following motion was not moved :—

MR. T. KUMARA PILLAI :

157. To reduce the allotment of Rs. 1,180 for office expenses and miscellaneous by Rs. 500.

Motion 158.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Sir, I beg to move the following motion :

158. To reduce the allotment of Rs. 1,180 for office expenses and miscellaneous by Rs. 500.

On a rough calculation, I think about Rs. 90,000 has been allotted for office expenses in all the departments taken together. Of course, each department taken by itself will not contribute much to the amount. But taking all the departments together, I think the amount spent on

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contingencies is very great. I think therefore a reduction in the office expenses and contingencies in each department is absolutely necessary. I therefore move that the amount may be reduced.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I rise to oppose the motion. From the foot-note in the Budget, it will be seen that, out of the sum of Rs. 1,180 asked for under office expenses and miscellaneous, Rs. 500 is for contribution to the excursion fund. Therefore for ordinary office expenses, there will be only Rs. 680. I do not think I need say much about this item. All that I have to say is that the sum of Rs. 680 is a small amount for office expenses for a large institution like the College of Science. The details have been carefully considered, and Rs. 680 is necessary. As regards Rs. 500 for contribution to the excursion fund, I have already explained that it is proposed that the students of the College shall receive part of their instruction by means of excursions to the sea or to the backwaters or to the inland parts of the country, where they can actually observe the plants and animals that are to be found there.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Had they any excursion last year?

MR. J. STEPHENSON (*Director of Public Instruction*): I really do not know whether they had or not. If they had not, it was for want of funds.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I mean this year, the expiring year.

MR. J. STEPHENSON (*Director of Public Instruction*): The member means 1924-25? I do not know. But they should have had. If they had not, it must have been due to lack of funds or for some other good reason. That reminds me of the excursions made by the students of the Presidency College, who, as a matter of fact, came all the way to the Cape last year. They propose to come again. They recognise that out-door work is very necessary if they are to make a proper study of Botany and Zoology. I do not think I need say more about this. As regards the sum of Rs. 680, it seems to me that it does not require any more justification at my hands.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): I do not press the motion.

The motion was, by leave, withdrawn.

PRESIDENT: The time allotted for the demand has expired.

Motions 159 to 221.

The following motions lapsed on account of the expiry of the time allotted for the demand:—

MR. K. PARAMESVARAN PILLAI:

159. To reduce the allotment of Rs. 1,690 for athletics by Rs. 1,000.

MR. K. SIVARAMA PANIKKAR:

160. To reduce the allotment of Rs. 70,705 for the College of Science by Rs. 100.

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MR. M. N. PILLAI:

161. To reduce the allotment of Rs. 70,705 for the College of Science by Rs. 100.

MR. P. K. NARAYANA PILLAI:

162. To omit the allotment of Rs. 500 for travelling allowance.

MR. K. PARAMESVARAN PILLAI:

163. To reduce the allotment of Rs. 3,800 for books and periodicals by Rs. 2,000.

MR. K. PARAMESVARAN PILLAI:

164. To reduce the allotment of Rs. 1,500 for purchase and repair of furniture by Rs. 500.

MR. K. PARAMESVARAN PILLAI:

165. To reduce the allotment of Rs. 1,700 for athletics by Rs. 1,000.

MR. K. PARAMESVARAN PILLAI:

166. To reduce the allotment of Rs. 790 for office expenses and miscellaneous by Rs. 300.

MR. K. C. MAMMEN MAPPILLAI:

167. To reduce the allotment of Rs. 9,390 for supplies and services and contingencies by Rs. 100.

MR. M. SIVATANU PILLAI:

168. To reduce the allotment of Rs. 19,510 for His Highness the Maharaja's College of Arts by Rs. 100.

MR. K. C. MAMMEN MAPPILLAI:

169. To reduce the allotment of Rs. 6,766 for establishment by Rs. 100.

MR. T. KUMARA PILLAI:

170. To reduce the allotment of Rs. 19,306 for Teachers' College by Rs. 100.

MR. A. K. PILLAI:

171. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Re. 1.

MR. K. C. MAMMEN MAPPILLAI:

172. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

MR. P. K. NARAYANA PILLAI:

173. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

MR. C. P. THOMAS:

174. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

MR. K. PARAMESVARAN PILLAI:

175. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

MR. T. KUMARA PILLAI:

176. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100

MR. G. RAMAN MENON:

177. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

MR. M. N. PILLAI:

178. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

K. I. JOSEPH:

179. To reduce the allotment of Rs. 1,19,891 for Collegiate Education by Rs. 100.

MR. A. K. PILLAI:

180. To reduce the allotment of Rs. 4,79,790 for English School Education by Re. 1.

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MR. C. P. THOMAS :

181. To reduce the allotment of Rs. 4,79,790 for English School Education by Rs. 100.

MR. T. KUMARA PILLAI :

182. To reduce the allotment of Rs. 4,79,790 for English School Education by Rs. 100.

MR. M. N. PILLAI :

183. To reduce the allotment of Rs. 4,79,790 for English School Education by Rs. 100.

MR. K. I. JOSEPH :

184. To reduce the allotment of Rs. 4,79,790 for English School Education by Rs. 100.

MR. N. KUMARAN :

185. To reduce the allotment of Rs. 4,79,790 for English School Education by Rs. 100.

MR. K. C. MAMMEN MAPPILLAI :

186. To reduce the allotment of Rs. 22,896 for fixed contingent grant by Rs. 100.

MR. K. I. JOSEPH :

187. To reduce the allotment of Rs. 6,52,400 for Primary Schools for Boys by Rs. 100.

MR. T. KUMARA PILLAI :

188. To reduce the allotment of Rs. 6,52,400 for Primary Schools for Boys by Rs. 100.

MR. T. KUMARA PILLAI :

189. To reduce the allotment of Rs. 2,07,100 for Primary Schools for Girls by Rs. 100.

MR. C. P. KOCHUKUNJU PILLAI :

190. To reduce the allotment of Rs. 8,880 for Manual Training by Rs. 100.

MR. A. K. PILLAI :

191. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Re. 1.

MR. A. J. JOHN :

192. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Rs. 5.

MR. K. PARAMESVARAN PILLAI :

193. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Rs. 100.

MR. C. P. THOMAS :

194. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Rs. 100.

MR. T. KUMARA PILLAI :

195. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Rs. 100.

MR. M. N. PILLAI :

196. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Rs. 100.

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MR. K. I. JOSEPH:

197. To reduce the allotment of Rs. 15,87,360 for Vernacular School Education by Rs. 100.

MR. N. KUMARAN:

198. To omit the allotment of Rs. 1,000 for Land Acquisition charges for the Reformatory.

MR. K. PARAMESVARAN PILLAI:

199. To omit the allotment of Rs. 7,500 for Special School for Malayala Brahmins.

MR. N. KUMARAN:

200. To omit the allotment of Rs. 7.500 for Special School for Malayala Brahmins.

MR. K. I. JOSEPH:

201. To reduce the allotment of Rs. 62,570 for Special School Education by Rs. 100.

MR. K. I. JOSEPH:

202. To reduce the allotment of Rs 11,768 for Hostels by Rs 100.

MR. K. PARAMESVARAN PILLAI:

203. To reduce the allotment of Rs. 11,768 for Hostels by Rs. 5,000.

MR. N. KUMARAN:

204. To reduce the allotment of Rs. 1,700 for Text Book Committee by Rs. 100.

MR. K. P. NILAKANTA PILLAI:

205. To reduce the allotment of Rs. 60,000 for Examinations by Rs. 10.

MR. K. I. JOSEPH:

206. To reduce the allotment of Rs. 8,10,000 for grants-in-aid by Rs. 100.

MR. K. PARAMESVARAN PILLAI:

207. To reduce the allotment of Rs. 15,200 for scholarships in the Science and Arts Colleges by Rs. 14,000.

MR. K. PARAMESVARAN PILLAI:

208. To reduce the allotment of Rs. 5,400 for scholarships in the Sanskrit College by Rs. 4,000.

MR. K. PARAMESVARAN PILLAI:

209. To reduce the allotment of Rs. 22,200 for scholarships in English Schools for boys by Rs. 20,000.

MR. K. PARAMESVARAN PILLAI:

210. To omit the allotment of Rs. 20,500 for stipends in the Training College.

MR. G. RAMAN MENON:

211. To reduce the allotment of Rs. 94,500 for stipends and scholarships by Rs. 9,500.

MR. C. P. KOCHUKUNJU PILLAI:

212. To reduce the allotment of Rs. 3,300 for the sale of MacMillan Readers by Rs. 100.

MR. C. P. THOMAS:

213. To reduce the allotment of Rs. 9,97,368 under Miscellaneous by Rs. 100.

MR. K. C. MAMMEN MAPPILLAI:

214. To reduce the allotment of Rs. 9,97,368 under Miscellaneous by Rs. 100.

MR. M. N. PILLAI:

215. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 5.

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MR. G. RAMAN MENON :

216. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 100.

MR. K. PARAMESVARAN PILLAI :

217. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 100.

MR. A. J. JOHN :

218. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 100.

MR. C. P. TARAKAN :

219. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 100.

MR. G. PARAMESVARAN PILLAI ;

220. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 100.

MR. T. J. MATTHEW :

221. To reduce the total allotment of Rs. 33·52 lakhs under Demand XII by Rs. 100.

PRESIDENT : I now put to the vote of the House Demand XII—Education for Rs. 33·52 lakhs.

The motion was carried and the grant was made.

The House will now adjourn to meet again at half past eleven to-morrow morning.

The Council adjourned at 5-30 P. M.

T. P. RAMASUBBA AIYAR,

Secretary to the Legislative Council.

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